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Influence of Culture on Intergenerational Conflict : A Comparative Study of Burmese Adolescents, Immigrant Burmese Adolescents, and Anglo-Australian Adolescents

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Running head: CULTURE AND INTERGENERATIONAL CONFLICT

Influence of Culture on Intergenerational Conflict: A Comparative
Study of Burmese Adolescents, Immigrant Burmese Adolescents,
and Anglo-Australian Adolescents

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A Thesis Submitted in Partial Fulfilment of the Requirement for the
Award of Bachelor of Arts (Psychology) Honours,
Faculty of Health and Human Sciences,
Edith Cowan University

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Abstract

Is there a difference, in the level of conflict with parents, that migrant adolescents experience in comparison to that of non-migrant adolescents? According to the literature, adolescents and their parents in the minority cultural groups are likely to experience high levels of conflict which may result from conflicting cultural norms (Rosenthal, 1984; Ghuman, 1975, Di Marco, 1974, and Phinney, 1996). The present study was conducted with a sample of Burmese adolescents from Rangoon (Myanmar), a sample of migrant Burmese adolescents from Perth (Western Australia), and a sample of Anglo-Australian adolescents also from Perth, to investigate age, gender and cultural differences in the level of reported conflict with their mothers and their fathers. Data was collected from a total of 295 adolescents (209 Burmese, 43 Burmese-Australian and 43 Anglo-Australian) who were 12 to 16 years of age. An adapted self-report 12-item Conflict Scale from Rosenthal's 1984 study was used to measure the level of conflict between the adolescents and the parents. The analyses for the present study was carried out with a final sample of 129 subjects (61 females, 68 males), consisting of 43 subjects from each ethnic group. The Ethnic Identification Scale, adapted from Rosenthal's 1984 study, was also administered to the 43 Burmese-Australian participants, to investigate whether there was a relationship between levels of conflict and differences in the adolescent-parent ethnic identification (ie., parent identifying as Burmese but the adolescent offspring identifying as Burmese-Australian or Burmese). The findings of the study was not consistent with pervious findings. Burmese-Australian female adolescents reported a significantly higher level of conflict with their father than the Burmese female adolescents. Both the males and females adolescent in the Burmese-Australian group reported higher conflict with their mothers as compared to the Anglo-Australian adolescents but not significantly different to the Burmese adolescents. The findings were discussed in relation to the models of bicultural conflict in migrant families, and in the context of the Burmese

cultural experience. Methodological issues and implications are discussed. The need to examine family systems, cultural beliefs and values in child rearing practices, and direction for future research is raised.

DECLARATION

I certify that this thesis does not incorporate, without acknowledgment, any material previously submitted for a degree or diploma in any institution of higher education, and that, to the best of my knowledge and belief, it does not contain any material previously published or written by another person except where due reference is made in the text.

Signature

Date21.03.18.....

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Influence of Culture on Intergenerational Conflict: A Comparative Study of Burmese Adolescents, Immigrant Burmese Adolescents, and Anglo-Australian Adolescents

The process of emancipation is a developmental phase in life that evokes anxieties and fears in both the adolescents and their parents (Erickson, 1968). This phase in the child's development is the 'most difficult' time for both the parents and the adolescent as they have to work together so that the parents 'let go' of their child and the adolescent is 'liberated' (Erickson, 1968). Often than not, the timing of the adolescent's desire to be independent and the parents' desire to give their child more freedom, is not conveniently synchronised. Parents reported that they found their adolescent offspring to be less cooperative and that it was a 'nerve-wrecking job' raising teenagers (Phillips, 1982).

Adolescence is a period in life where the young person is struggling to form his/her own identity and become less dependent on the parents. However, not everyone views adolescence in the same light: for some theorists, like Freud (1958), adolescence is "a phenomenon determined by psychological forces within the individual - with "storms and stress" as the inevitable and universal consequence" (in Rosenthal, Moore & Taylor, 1983, pg 118).; for others, like the anthropologist Margaret Mead (1970), adolescence is a cultural artifact; and for Erickson (1968), adolescence is marked by a period of maturational crisis which is influenced by the biological and social forces. However, "While the identity crisis of adolescence is postulated to be universal, its mode of resolution and implication for adult psychological maturity may vary from culture to culture." (Rosenthal, Moore and Taylor, 1983, pg 118). This view is supported by Gans (1962), who published a book on the migrant Italian families in America, when he argued that 'youth' is not a clearly definable period and in the Italian community, a child becomes an adult at an earlier age (in Eppink, 1979, pg 97).

There has been considerable research conducted with adolescents in the last forty years, covering a wide range of issues and interests (Doczy, 1968). Researchers like Adelson (1979), Collins and Harper (1978), and Mead (1970) have examined the issue and implications of 'generation gap'; others have focused on developmental issues such as puberty and maturation; some have theorised and studied the identity development in adolescence (Erickson, 1968; and Rosenthal, Gurney & Moore, 1981); and others have researched issues like adolescents and drug use (ie. Farnill, 1987) to name a few.

An area that has attracted much interest and research is the study of adolescents across cultures, culture conflict, and parent-child conflict. These issues are complicated and important issues in their own right and the examination of these issues are further complicated by the interaction effects. In other words, an investigation of parent-child conflict in a society that has become multicultural due to a steady stream of migration has to look beyond the socio-economic status of the parents, education level, parenting skills, community and extended family support, etcetera, as factors such as conflicting cultural norms, cultural values, cultural histories and cultural beliefs and beliefs specific to child-rearing practices, have to be accounted for (Doczy, 1968; Hanson, 1990; and Rosenthal, 1985). As such, when research is being carried out to investigate conflict between migrant adolescents and their parents, several major issues have to be considered.

Intergenerational Conflict Between Adolescents and Their Parents

There has been an ongoing debate on whether conflict is inevitable between adolescents and parents. Conflict between adolescents and their parents seems to be a natural and almost a rite of passage to adulthood (Erickson, 1968). Research into intergenerational conflict has been spurred on by difference in theoretical perspective and empirical evidence (Rosenthal, 1984). Developmental psychologists and proponents of Erickson's theory would argue that some conflict may arise from the adolescents' need to gain their independence and to develop a sense of ego identity,

where as others may see parent-child conflict as a product of the generation gap, which occurs because the parents experienced their youth and adolescence in a different social-historical-technological milieu, and they are likely to never experience the world of their adolescent offspring (Erickson, 1968; Mead, 1970; and Rosenthal, 1985).

Most of the studies into intergenerational conflict that examined anything from the differences in the values and attitudes of parents and adolescents to various contemporary issues, to disagreements in the family about the behaviour of adolescents. As early as the 1950's, researchers like Paul Landis (1954) were investigating the relationship between adolescents and their parents. In his study, Landis (1954) compared the democratic and authoritarian parenting styles and their effects on adolescent adjustments. Landis (1954) found that adolescents reared in the authoritarian homes, where unquestioned obedience was expected by the parents, suffered more problems in all areas such as family relations, the personal, the school, the social, vocational, sexual and religion, as compared to the adolescents raised in a democratic home where there was 'cooperation' between the parents and children.

A number of observational studies conducted in the United States on the interaction between adolescents and their parents were reviewed by Paul Montemayor (1983). He concluded that:

"Taken together, the results obtained from studies of conflict with parents at the start, during, and after adolescence indicate that conflict and age are related in an inverted U-shaped function: conflict increases during early adolescence, is reasonably stable during middle adolescence, and declines when the adolescent moves away from home...In general, mothers indicate that parental satisfaction is higher with a preteenage child or an older child who has moved away from home than a teenager...It appears that some worsening of the parent-child relationship occurs during early adolescence. This deterioration has two components, an increase in

parent-adolescent conflict and mothers' loss of power and influence over their adolescents..." (pg 89).

Whilst some reviews, ie. Montemayor's review in 1983, indicate that there is parent-child conflict, particularly during early adolescence, most of the studies reviewed by Rosenthal (1984) found little evidence for 'severe' intergenerational conflict between adolescents and their parents. Doczy (1968) found that only 5.1 per cent of European male adolescents and 8.6 per cent of Anglo-Australian male adolescents seemed to think that conflict existed between adolescents and their parents. Rosenthal suggests that "Where, for example, differences in attitudes exist, these are more likely to be in terms of intensity rather than direction,,and to relate only to specific domains", and that "for most adolescents and their parents, to describe relationships between them as conflict-ridden and stressful is to fail to capture reality." (1984, pg 56).

Bicultural Conflict in Migrant Families

Whether there is little or no evidence of parent-child conflict in families with teenagers, there is a general consensus that conflict may be more extensive for some adolescents in the community "suffer the double handicap of being in both the adolescent category and in religious, ethnic, or colour minority" (Bernard, 1957, pg 115 in Doczy, 1968, pg 12; and Rosenthal, 1984, 1985). Whether the adolescents are children of migrant parents, or they have migrated from one culture milieu to one that is significantly different, they have the unsavoury task of having to simultaneously deal with two cultures (Rosenthal, 1985).

It was a widely held belief that the discrepancies between the two competing cultural systems would result in a high degree of conflict and confusion for the migrants (Rosenthal, 1985). The migrant adolescents or those whose parent were immigrant, may be living with the traditional/old culture at home which is adhered to by the parents/family and at the same time adapting to the new culture of their peers and the dominant Anglo-Saxon-Saxon community at school. The task of walking

along the median strip of the bicultural road is arduous and the assumption is that the conflict between the adolescents and their parents may be greater.

Parents and family are normally the agents strongly representing the old culture whilst the new culture is represented by the peers, school and the receiving society (Rosenthal, 1985, 1984; and Eppink, 1979). The migrant adolescents' cultural/ethnic identification is not only enhanced by the developmental parental identification process but also by the labels attributed to them by their peers and school teachers (ie. 'Greek', 'Aboriginal', 'Asian', etc.) (Eppink, 1979).

The migrants have the option to accept the new culture and reject the old traditional cultural identity; to identify with the culture of origin and totally reject the new one; or there was an option to oscillate between the two cultures, which could result in a sense of marginality and feeling of not belonging to either groups (Rosenthal, 1985; and Eppink, 1979). Rosenthal (1985) suggests that there is an additional possibility that "for some, a bicultural resolution is possible, whereby two cultures are synthesised, with the norms of both salient and perceived as capable of being integrated. Such 'mediating' individuals have the flexibility necessary to adapt their behaviour according to the demands of different situations and may thus avoid conflict." (pg 1).

The link between biculturalism, culture conflict and maladjustment is unclear: there is some evidence that poor adjustment and the degree of biculturalism is unrelated; there is also evidence that dual cultural experience results in poorer self-image for some groups, low academic achievements, a confused sense of personal identity, or mental health problems (Eppink, 1979; and Rosenthal, 1995). For Rosenthal (1985), "culture conflict may be manifested in tension within families rather than conflicts within individuals" for several reasons:

(1) insecurities and confusion due to lack of knowledge about the new culture, migrant parents may become increasingly authoritarian over the only system that they feel they have control over. This increased demand for obedience is likely to lead to

resentment and frustration from an adolescent who is seeking more independence and searching for his/her own identity in the new world;

(ii) in an attempt to hang onto familiar way of living and maintaining cohesion and stability with their cultural group, parents may set limits to adolescent behaviour which are likely to reflect norms and values of their cultural group now out of date in their country of origin, also labelled the “freezing of values” effect;

(iii) the pressure from parents for the children to ‘do well’ and achieve academically so that a ‘better life’ may be had, is a source of pressure that stems from frequently unrealistic expectations and has been well documented;

(iv) the level of communication may be affected by the children’s limited command of the parents’ language and the parents’ limited command of English, and this may result in increased frustration or misunderstanding; and

(v) and most importantly, differential assimilation can be a source of conflict if the younger generation seeks to be assimilated into the new culture where parents are resisting the new and hanging onto the old culture. (Rosenthal, 1985, pg 1-2; and Rosenthal, Demetriou & Efklides, 1989, pg 208). Whilst, some of the studies have identified differential assimilation within migrant families as a source of difficulty for the second generation migrant adolescents (ie. Kern, 1966; and Vasta, 1975) others have not found it to be a significant factor (Kourakis, 1983; and Rosenthal & Cichello, 1986, in Rosenthal et al., 1989, pg 208; and Rosenthal. 1985).

Models of Parent-Adolescent Conflict in Migrant Families

There are three models which attempt to account for parent-adolescent conflict in migrant families (Rosenthal et al., 1989):

(I) The Culture Conflict model states that “higher reported levels of intergenerational conflict result from difficulties in dealing with two cultural worlds simultaneously and would predict higher levels of conflict for (bicultural/immigrant group) than the other groups (dominant cultural group and the monocultural country of origin group). The model also implies that the dynamics of conflict will be manifested

differently for (bicultural/migrant parents) and their adolescents, with parents more like their (peers from monocultural country of origin group) and adolescents more like (dominant cultural group) adolescents.” (Rosenthal et al, 1989. pg 209);

(ii) The Cultural Difference model holds that “cultural variation exists in conflict behaviour and resolution, that is, in styles of dealing with conflict as well as in levels of conflict. It predicts that the (bicultural/migrant) and (monocultural country of origin groups) would be similar and different from the (dominant cultural group).” (Rosenthal et al, 1989. pg 209); and

(iii) The Cultural Assimilation model suggests that “rather than retaining the values of their country of origin, (bicultural/migrant group) parents as well as adolescents, may have moved towards an integration of (both dominant and country of origin) norms and values and thus would be similar to the (dominant group) and different from the (monocultural country of origin group), both in amounts of conflict experienced and in their expression and resolution of that conflict.” (Rosenthal et al, 1989. pg 210).

Research on Biculturalism and Intergenerational Conflict

Much of the research carried out on intergenerational conflict and culture has traditionally focused on comparing the ethnic/minority/migrant sample to the Anglo-Saxon-Saxon/host country sample (ie. Doczy, 1968). In North America, research has also been conducted with the Chinese, Vietnamese, Korean, Japanese, Mexican, Portuguese, Puerto Rican and Cuban immigrants (Ghuman, 1994; Santos, 1992; Arruda, 1993; Lin, Masuda & Tazuma, 1982; and Nguyen, 1982). In United Kingdom, majority of the research has been conducted with the West Indian migrant population (Karin, 1981; and Burke, 1980).

Shamim Karin (1981), in her study of thirty migrant Indian mothers and their adolescent daughters living in the United Kingdom, found that religion, daughter's employment, marriage, feelings about attending a school of mixed genders, and the preference for a male or female doctor were major issues of conflict; the conflict score

for the mother-daughter pair positively correlated with the length of the mother's stay in the U.K., so that the shorter the period of time of the mother's stay, the greater the conflict score. Burke (1980) found that there was a greater report of interpersonal conflict within the family of the West Indian migrant patients as compared to the native British patients. Vietnamese refugees experienced greater levels of relationship stress in the family due to the need for constant readjustment to their new environment and those with greater number of problems were the Vietnamese refugees who were unable to bridge the gap between the adopted and the traditional cultures (Lin et al., 1982).

Linda Phinney (1996) concluded in her study of multiethnic high school and college students that "multiethnic young people were not at a psychological disadvantage because of their mixed background" and "Furthermore, self-esteem did not vary depending on whether the multiethnic students used a multiethnic or a monoethnic self-label." (pg 149). In fact, Phinney (1996) found that "at least in some cases, multiethnic youths may have an advantage in inter-group relations...multiethnic male and female high school students...had more positive attitudes toward other groups than their monoethnic peers did." (pg 150).

For some parents and adolescents, conflict is a result of disappointments and frustration from unfulfilled expectations (Eppink, 1979). Gans (1962) found that the migrant Italian parents in his American study were not only frustrated by their expectations not being met of a better life for their children, the migrant parents also feel that they are losing their authority over their children and that their children are disobedient and changing their ways by becoming 'one of them' (in Eppink, 1979, pg 89).

Shaw (1986) observed that in most Asian households where there is a clear role differentiation of males and females, and adults and children, males/boys enjoy more freedom and preferential treatment in all areas (in Ghuman, 1994, pg 230). Often, this leads to frustration, anxiety and sometimes defiant and open rebellion among girls

(Shaw, 1986 in Ghuman, 1994, pg 230). Drury (1991) found no overt intergenerational conflict on a range of social and religious issues in the study with Sikh girls in Nottingham, but noted that the girls wanted more “choice and freedom and fewer restrictions for females with regard to : clothing norms; recreational and social activities; boyfriends and marriage partners and domestic responsibilities” (pg 398). Richard Santos (1992) compared Mexican adolescents born in America to those Mexican adolescents born in a foreign country. His result of his study suggests that foreign born Mexican youths experience more problems than the American born cohorts (Santos, 1992).

Of some interest is the conclusion drawn by Antonio Arruda (1993) of his findings: “It seems that although many parents in Vancouver did attempt to maintain or even intensify control over their children, the latter resisted to varying degrees, while some parents clearly allowed their children considerable social freedom, something not reported as widely in the literature. The diversity of experiences was influenced by factors such as family’s social and economic class in the homeland, varying parental dispositions, as well as subjects’ gender, age at migration, and last but not least, individual personality. The author argues that the category, “Portuguese”, must be considered to have more fluid boundaries.” (pg 8).

Research on Culture and Intergenerational Conflict in Australia

In Australia, investigations of culture and intergenerational conflict have been carried out with the predominant migrant ethnic groups such as the Greeks and the Italians (ie. Doczy, 1968; Rosenthal, Demetriou & Efklides, 1989; Rosenthal and Hrynevich, 1985; Rosenthal, 1984; Rosenthal, Moore & Taylor, 1983; and Rosenthal, 1982). More recently, there has been some attention directed at the Asian population (ie., earlier study in 1975 by Connell and colleagues, and more recently the 1992 study by Rosenthal and Feldman).

What has the research in Australia found? According to Rosenthal (1989), “While there is a considerable anecdotal evidence to support the belief in high levels of

disruption within immigrant families, the research evidence in Australia fails to support this conclusion.” (pg 208). With that in mind, some of the major studies findings are summarised below:

- (i) Doczy's (1968) study with a sample of European migrant boys and Anglo-Australian boys found that only 5.1% of the migrants and 8.6% of the Anglo-Australian boys seemed to think that ‘problems involving parents’ exist for the migrant adolescents;
- (ii) Connell and colleagues (1975) found that Sydney Asian, Italian and Greek migrant adolescents also reported higher rates of disagreement than their Anglo-Australian peers, with two especially contentious issues involving household chores and dating, however, the reports of parent-adolescent conflict were widely discrepant from some of the other Sydney migrant groups;
- (iii) Rosenthal's (1982) study with 13 to 15 years old Anglo-, migrant Italian-, and migrant Greek-Australian adolescents in Melbourne found that Anglo-Australian adolescents disagreed with their parents moderately on only four of the 12 issues, such as ‘frequency/time of going out with friends’, ‘smoke cigarette/drink alcohol’, ‘homework and study habits’ and ‘doing chores around the house’. whereas there was more overall conflict reported in the migrant family, with the Italian-Australian girls recording the highest levels of conflict than any of the other subgroups in the study. Rosenthal concluded that the Greek and Italian parents’ distinctive child rearing practices were primarily responsible and not the conflict in culture (1982);
- (iv) Rosenthal (1984) found that younger adolescents reported a higher level of conflict than older adolescents; adolescent males reported more conflict with both the mother and the father but parents perceived greater conflicts with their daughters than their sons; remarkably consistent effects of ethnicity was found as Greek- and Italian- adolescents and their parents reported more conflict than the Anglo-Australian adolescents and parents; Italian-Australian parents perceived more conflict than the Greek-Australian parents and Italian-Australian girls reported more conflict

than the Italian-Australian boys; and there was no general relationship found between ethnic identification and conflict; and

(v) Rosenthal and her colleagues (1989) found that mothers and adolescents were more aware of conflict and its effect on family life than fathers; and that acculturation was evident in the migrant adolescents' response to conflict, whereas the migrants parents responded in a manner which reflected both their old traditional culture and their country of residence.

Methodological Issues

The most problematic issue is the lack of definition for 'conflict', as it has been operationally defined and used interchangeably with 'disagreement' (ie. respondent asked to rate the level of disagreement with parent(s) on a given issue). Rosenthal (1985) argues that there is a "need to explore more carefully the meaning of conflict...it is important to understand the origins and nature of conflict when it's expressed...in interpreting a finding of greater conflict within immigrant families, differences in family systems should be considered." (pg 2).

Another major difficulty in conducting research into intergenerational conflict and culture conflict is that most studies in this area of interest do not use standardised and validated scales/questionnaires. Instead, open-ended questions and structured interviews are commonly used. Rosenthal (1984) and Ghuman (1994) are just a handful of researchers who uses a self-report Likert-type scale and quantify the responses.

There is also a lack of control group in most studies of this nature (Rosenthal, 1985). Comparisons and differences are either sought between migrant groups with no control group representing a sample of the dominant/ monocultural group, and where biculturalism is being investigated, there is rarely a control group of the monocultural group from the country of origin (Eppink, 1979).

Research on Culture and Intergenerational Conflict - Why Bother?

Adaptation to a new culture and related issues are of interest in countries such as Australia, which has experienced several waves of immigration and as such the high level of immigration has lead to a greater heterogeneity of cultural origins in the community (Rosenthal, 1984 and Ghuman, 1994). After World War II, Australia accepted a large number of Italian and Greek immigrants. During and after the Vietnam War, a large number of Vietnamese and Cambodian refugees entered the country. According to a July 1992, issue of Post Migration, an Australian publication on migration issues, more than 40% of the population in Melbourne's western suburbs is made up of migrants and refugees (Kinson, 1992).

There are also issues and implications related to the finding by the Bureau of Immigration Research report in 1992, that the level of poverty is substantially higher among children in the non-English speaking background families as compared to children from other backgrounds (King, 1992).

There are also physical, psychological, legal and financial implications of differences in parenting and disciplining, where migrant parents may be 'disciplining their children which they feel is culturally appropriate, however a form of discipline such as corporal punishment in the Australian context may be seen as "excessive discipline" and may constitute child abuse' (Post Migration, 1992).

Services, be they Government funded or community oriented, needs to be tailored to suit the clients. The cultural diversity of the general population should be recognised in appropriately tailoring programs and services so that the targeted population benefits from them (Hanson, 1990).

The Burmese Migrants in Western Australia

Since the early 1960's, there has been a steady increase in the number of Burmese immigrants settling in Australia. There was a noticeable increase of Burmese migrant settlement in Australia when the Australian government granted a number of

immigrants residency under the political refugee category after the 1988 student uprising and militia crackdown. According to the Australian Bureau of Statistics, the 1996 Census of population indicates that there are a total of 10,082 Burmese-Australians living around Australia. In Western Australia there are 5,578 Burmese-Australians, 289 of them who are 10 to 19 years old, 2,483 of them are aged between 30 to 49 years old (ABS, 1996).

Whilst the population is relatively small, and the Burmese community in Australia does not have the size, political influence, organised community-based programs and social network (ie. Italian Club, Greek Newspaper, Chinatown, etc.), compared to the Italian-, Greek-, or Chinese-Australian communities, Western Australia has one of the highest Burmese migrant population in the Western world.

To date, there has been little or no research carried out with the Burmese population, both in Australia and other countries around the world. An extensive search on the internet failed to locate any references to research on Burmese people. There have been numerous anecdotal reports of conflict in many Burmese families. As the community is small and dispersed, with little cohesion within the community, unlike the Thai-, Vietnamese-, or Chinese-Australian communities, there is some concern that Burmese community members are 'coping' with settlement issues in isolation.

There is little information available in print on the Burmese culture and the Burmese family. The following Information is provided based on the observations and the experience of the author as a member of the Burmese community.

The cultural values and attitudes of the Burmese parents are similar to those of Chinese parents. Shaw (1986) observed that in most Asian households where there is a clear role differentiation of males and females, and adults and children, males/boys enjoy more freedom and preferential treatment in all areas (in Ghuman, 1994, pg 230). In a Burmese home, traditionally, female members are responsible for the running of the household, including household chores, preparation of the meals,

shopping for food, etc.. In a traditional Burmese household, meals are served first to the male members and the female members would often eat after the males have eaten. Preference is given for male offspring to gain an education, and the father's business is passed on to the son(s). Traditionally, it is very much a patriarchal society. Some aspects of the customs and beliefs are changing in Myanmar with the economic and social changes that are taking place, as well as the influence of Western media as there is access to a cable network (ie. HBO, Galaxy, etc.) in Myanmar for those who can afford it.

The traditional parenting style of the Burmese people is the authoritarian style, where unquestioned obedience is expected and piety and respect for parents/elders is a value instilled since birth. Corporal punishment is accepted and practised without reservation. Both parents and their children accept corporal punishment as a legitimate component in the child rearing practice. For some migrant Burmese parents, transition to democratic style of parenting is not difficult, however, for some democratic parenting style may be seen as 'losing power and authority' over their children. Independence in children is not highly valued in the Burmese community, but at the same time, children are expected to take on household responsibilities at an early age and the child-adult transition period is unlike the Western concept of a transitional period in adolescence between 13 to 19 years of age.

This whole system is supported in a society where the norms and values are maintained by the populace and parenting is carried out by the extended members of the family, the teachers, the monks, the local elders and friends of the family. For a migrant family, this system will inevitably be challenged at some stage or other in the Western community where the norms and values are different.

The Aims of the Present Study

There were several aims of the present study. Primarily, it was an opportunity to gather data and examine a sample of Burmese adolescents, as there seems to be little or no research done on this population.

The specific aims of the investigation of the Burmese-Australian adolescent-parent relationship are as follow:

- (i) to investigate whether adolescents report any conflict with either and/or both of their parents;
- (ii) to find out whether there are any significant differences in the conflict reported as a function of the ethnic group membership (ie. whether biculturalism is a factor, and if it is, whether culture-conflict model can be used to explain intergenerational conflict for the Burmese-Australian sample); and
- (iii) whether there are any significant differences in the reported conflict as a function of gender, of the child and the parent.

The Hypotheses of the Present Study

Much of the research carried out in this area of interest, have been conducted predominantly with Italian- and Greek-Australians. Although migrant groups share some commonalities, there are also underlying difference and issues and characteristics specific to each and every group. Hence, the Burmese migrants experience may not be similar. However, there needs to be a strating point. The hypotheses for this study, based on some of the major trends in the findings from previous studies, were:

- (i) that the Burmese-Australian adolescents, dealing with two cultures simultaneously will report more conflict than the monocultural adolescents (the Anglo-Australian adolescents and Burmese adolescents);
- (ii) that younger adolescents (ie. 12 to 14 years of age) will report more conflict/disagreement with their parents than the older adolescents (ie. 15 to 16 years old) in the sample;
- (iii) that the Burmese-Australian female subjects, like the Italian-Australian female subjects in Rosenthal's 1984 study, will report a higher level of conflict than their cohorts;

(iv) that higher levels of conflict with mother will be reported, as there are indications of mothers being more aware of conflict and having a higher level of involvement in the rearing of the children; and

(iv) that for the sample of migrant Burmese-Australian adolescents, those adolescents that identify differently from their parents on the Ethnic Identification Scale will report a higher conflict level than those adolescents who do not identify differently from their parents

Method

Subjects

There were three groups of adolescents who participated in the present study. The Anglo-Australian adolescent group ($N=43$) and the Burmese-Australian adolescent group ($N=43$) were drawn from Perth, the capital city of Western Australia. The third group was Burmese adolescents sampled in Rangoon, the capital city of Myanmar ($N=209$). From the larger group of Burmese adolescents ($N=209$), 43 subjects were best matched to those in the Burmese-Australian adolescent group. The Burmese-Australian group was used to select the matched sample because the Burmese-Australian was the main group of interest in this investigation. The final sample comprised of 129 subjects, 43 participants in each group, and their distribution across ethnic groups, age, and sexes is shown in Table 1.

Data was collected from 3 distinct groups of subjects: (I) the Burmese adolescents from Myanmar; (ii) the migrant Burmese adolescents from Perth (Burmese-Australians); and (iii) Anglo-Australian adolescents from Perth.

The following is a discussion of the recruitment process and the make up of the three ethnic groups:

(i) The Burmese Group

Subjects were selected from two high schools in Rangoon ($N=209$). The participants were 12 to 16 years of age ($M=14.23$). The schools were a private Catholic school ($N=150$) and a State funded regional school ($N=59$). The schools were chosen so that the sample reflects a range of and differing levels of socio-economic status in the Rangoon community, to better control for social class and background. The subjects were selected if they were born in Myanmar, had been living in Myanmar since birth, and had both parents who were born in Myanmar. From the large sample of subjects a final list of 43 subjects (Male: $N=27$; Female: $N=16$; M of Age=14.79) was compiled. This was the sample that best matched the sample consisting of 43 subjects in the Burmese-Australian Group by sex, age, and father's

occupation type (see Figure 1 and 2); The Burmes-Australian sample was used to select the 43 matched Burmese subjects because it is the group that the study is primarily focused on.

(ii) The Burmese-Australian Group

A sample of 43 subjects (Male: $\underline{N}=24$; Female: $\underline{N}=19$) were drawn from the Burmese migrant population in Perth. The participants were aged between 12 to 16 years ($\underline{M}=14.78$) and were selected if (i) they were born in Myamar, (ii) both parents were born in Myamar, (iii) they have both a mother and a father, and (iv) they have resided in Australia for at least two years. The criterion of minimum 2 years of residency was set to reflect the minimum period of residency required for application for Australian citizenship. The average number of years of residency of the subjects in the Burmese-Australian sample is 8.08 years;

and

(iii) The Anglo-Australian Group

This sample consisted of 43 subjects (Male: $\underline{N}=17$; Female: $\underline{N}=26$) who reside in Perth. The participants were aged between 12 to 16 years ($\underline{M}=14.87$) and were selected if (i) they were of Anglo-Celtic origin, (ii) born in Australia, (iii) both parents were born in Australia, and (iv) they have both a mother and a father.

Table 1

Number of Subjects by Ethnic Group, Age Group, and Gender

Ethnic Group	Age				Total
	under 13	under 14	under 15	Under 16	
Burmese					
Male	0	7	7	13	27
Female	1	2	6	7	16
Burmese-Oz					
Male	1	6	4	13	24
Female	2	3	4	10	19
Anglo-Oz					
Male	3	6	4	4	17
Female	0	1	6	19	26
Total					
Male	4	19	15	30	68
Female	3	6	16	36	61

(N=129)

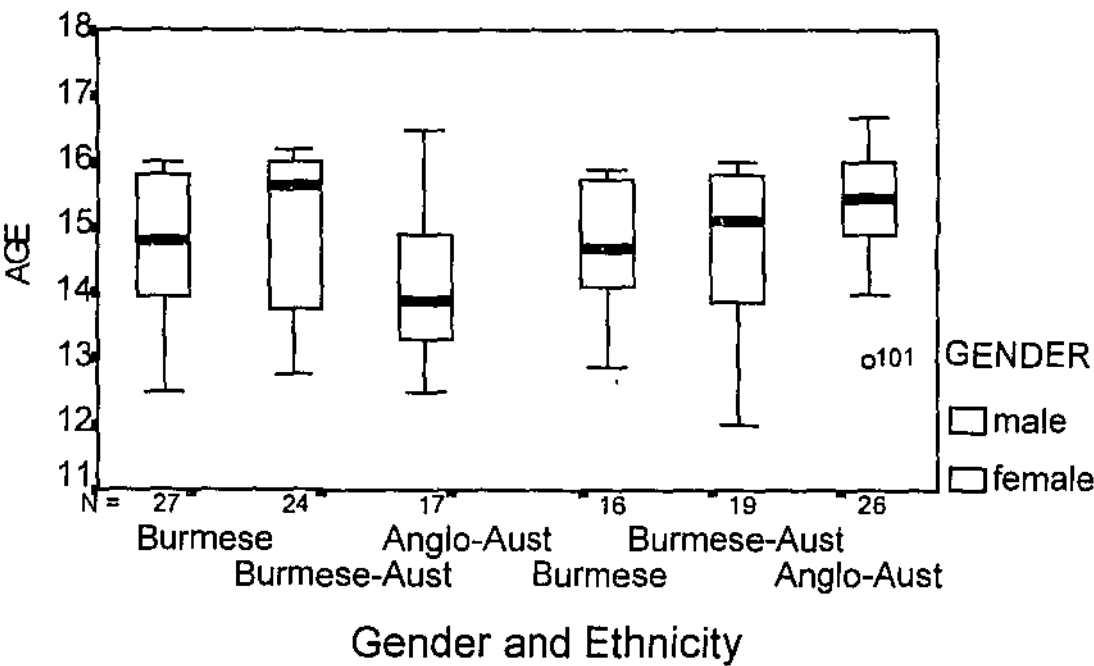


Figure 1: Age Distribution by Ethnicity and Gender

The proportions of male and female adolescents in the study as a whole was about equal (Males=68, Females=61), however within groups, there was a higher number of male participants in the Burmese and Burmese-Australian samples, and a higher number of females in the Anglo-Australian sample (see Table 1).

In terms of age distribution across and within the ethnic groups, there was an over-representation of older adolescents in all three groups (see Figure 1). Although the result of a unique method analysis of variance (Age x Country) indicated that there were no significant differences between the mean age of the Burmese sample ($M=14.79$, $SD=1.01$), the Burmese-Australian sample ($M=14.78$, $SD=1.21$), and the Anglo-Australian sample ($M=14.87$, $SD=1.15$), $F(2,126)=.086$, $p=.918$, younger adolescents were under-represented in the study (12 to 13 years old: $N=7$). Given that the sample size was also small, 'Age' was not considered as a variable for the current study (see Table 1-B).

One of the variables used in matching the 43 Burmese subjects to those in the Burmese-Australian sample is 'Father's Occupation' (see Table 2). Whilst there was a high degree of similarity between the Anglo-Australian fathers and the Burmese fathers, there were some difference between them and the fathers in the Burmese-Australian sample. There were 13 'Professional/Self-employed' Burmese-Australian fathers as compared to the 26 Burmese fathers and 23 Anglo-Australian fathers. The majority of the Burmese-Australian fathers were non-professional workers. Additionally, there was no report of 'Unemployed' fathers in the Burmese sample, where as 2 of the Anglo-Australian fathers and 5 of the Burmese-Australian fathers were unemployed (see Figure 2).

Table 1-B

Descriptive Statistics of Conflict with Father and Conflict with Mother Scores by Age Groups

Age Group	<u>Father</u>			<u>Mother</u>			<u>Total</u>		
	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>	<u>n</u>	<u>M</u>	<u>SD</u>
12 to under 13	7	2.55	0.93	7	2.63	1.03	7	2.55	0.93
13 to under 14	25	2.36	21.09	25	2.63	1.04	25	2.36	0.94
14 to under 15	31	2.83	31.43	31	2.69	0.90	31	2.83	1.02
15 to 16	66	2.74	64.94	66	2.89	1.09	66	2.74	1.00

(N=129)

Table 2

Father's Occupation Type by Ethnic Group

<u>Ethnic Group</u>	<u>Professional/ Self Employed</u>	<u>Labourer</u>	<u>Unemployed</u>	<u>Retired</u>	<u>Total</u>
Burmese	26	15	0	2	43
Burmese-Oz	13	20	5	2	40*
Anglo-Oz	23	18	2	0	43
Total	62	53	7	4	126

*missing 3 (N=126)

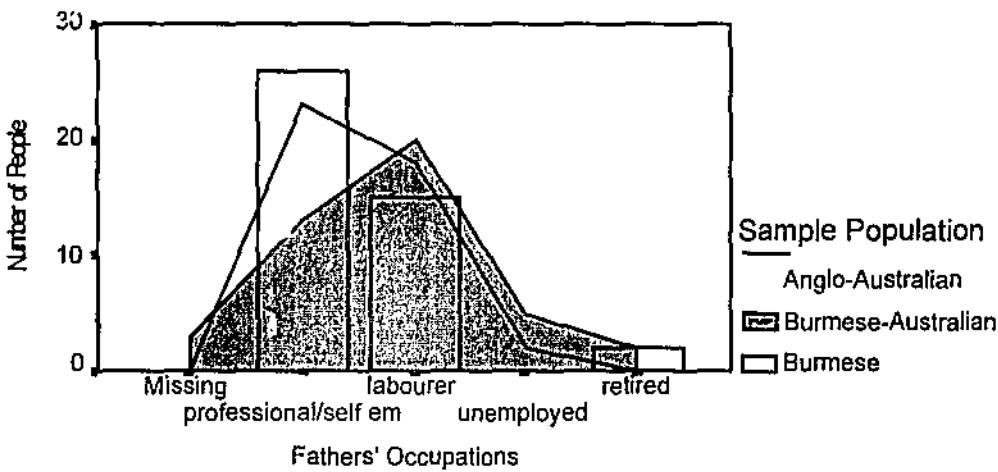


Figure 2: Father's Occupation Type by Ethnic Group

Apparatus

To examine gender, age and ethnic group (independent variables) trends and patterns, a booklet containing two copies of a self-report anonymous scale, and a general information sheet were used in the study for the Burmese and the Anglo-Australian adolescents:

The Conflict Scale (Rosenthal, 1984) was used to assess the level of perceived conflict as reported by the adolescent respondent with the father and the mother (separately for each parent); and the general information sheet was used to elicit the subject's biographical details (gender, date of birth, country of birth, number of siblings, and the number of years the subject has resided in the country of residence), some information about the father and the mother (age, country of birth, occupation). (See Appendix A-1 for the translated Burmese Booklet, and Appendix A-2 for the Anglo-Australian Booklet).

For the Burmese-Australian respondents, an Ethnic Identification Scale, adapted from Rosenthal's study (1984), was also included to assess the subject's ethnic identification, the subject's perception of the father's ethnic identification and the subject's perception of the mother's ethnic identification. (See Appendix A-3 for the Burmese-Australian Booklet in English, and Appendix A-4 for the translated Burmese version).

The booklet (containing a consent form, a Conflict Scale for disagreement with the father, a Conflict Scale for disagreement with the mother, and the general information sheet with all the relevant instructions) was translated into Burmese for the Burmese subjects and back translated to check for accuracy. The booklet for the Burmese-Australian migrant subjects (which includes the Ethnic Identification Scale) was also translated into Burmese and back translated.

The Conflict Scale

In a study of culture and intergenerational conflict in Melbourne's Greek- and Italian-Australian adolescents, Rosenthal (1984) measured conflict by having the

subjects rate the perceived level of disagreement between them and their parents on matters related to personal appearance, social activities, school-related issues and the household. A total of 12 issues was identified by Rosenthal (1984) and conflict was rated on each of the 12 issues.

A simple one page self-report scale, using Rosenthal's (1984) 12 issues, was constructed for the present investigation. Participants were required to rate the level of disagreement they felt existed between themselves and each of their parents on a 6-point Likert scale ranging from low (1) to High (6) to each of the 12 items listed as statements, such as 'going out with the opposite sex' (social activity), 'study habits' (school-related issue), 'personal appearance' (personal appearance issue), 'doing jobs around the house' (household matter).

Rosenthal, in her 1984 study, did not give any details of how the 12 items were identified and whether any reliability and validity checks were carried out (eg. using factor analysis to determine the most salient items which are significant sources of conflict between parents and adolescents). The simplicity and user-friendly nature of a 12-item scale was appealing for the purpose of the present study as it was vital that the apparatus could be easily translated and understood, easy to administer to three groups of subjects, and not overly fussy or time consuming as the testing was done with adolescents as young as 12 years of age. Additionally, the scale had been used with both the Anglo-Australian adolescents and two migrant groups in Australia (Italian and Greek). However, a reliability analysis of the items was conducted prior to carrying statistical analysis of the collected data (see Procedure section for a detailed discussion).

The Ethnic Identification Scale

This scale was adapted from Rosenthal's study (1984) where subjects were asked to rate "How Australian do you feel?" and "How Greek (Italian) do you feel?" on a 10-point scale (from 0 = "very" to 10 = "not at all") during an interview (Rosenthal, 1984, pg 60). In the present study, respondents were asked to rate themselves on a 6-

point scale (from 1 = "very" to 6 = "not at all") on "How Australian do you feel?" and "How Burmese do you feel?". They were also asked to rate each of their parents on "How Australian do you see your Father (Mother) as?" and "How Burmese do you see your Father (Mother) as?". The self-rating on both the 'Burmese' and the 'Australian' identifiers will be used to determine whether the Burmese-Australian respondent identifies him/herself as 'Burmese', 'Burmese-Australian', 'Australian', or 'Neither'. The perceived ratings of each of the parent will be used in the same manner to determine perceived parent's ethnic group membership.

Ethics

Ethics approval for this study was obtained from the Edith Cowan University Ethics Committee in January 1997.

Procedure

The data was collected in three separate stages: (i) group administration of the translated booklets to Burmese students aged 12 to 16 years from 2 schools in Rangoon, the capital city of Myanmar; (ii) individual administration of English and translated booklets to migrant Burmese-Australian adolescents in the metropolitan area of Western Australia, Australia; and (iii) individual administration of the English booklets to Anglo-Australian adolescents who were present for late night shopping at one of the largest suburban shopping complexes in Western Australia.

Burmese Adolescents in Myanmar

A sample of Burmese adolescents was required as a control to determine whether intergenerational conflict is a part of the adolescence experience in general or whether Burmese adolescents who have emigrated to Western Australia are likely to experience a significantly higher level of conflicts with their parents. In Rangoon, the capital city of Myanmar, the investigator approached one of several privately funded schools and one of the suburban Government funded public school.

The principals were given a copy of the translated Burmese booklet and the nature and the aim of the project was explained. Consent was obtained from the principals

after they had an opportunity to examine the content of the booklet and details of the study was discussed with the investigator. As it is culturally appropriate and accepted that the principals and teachers in Burma are entrusted by the students' parents to act as legal guardian on their behalf during school hours, parental consent was deemed unnecessary given that consent was obtained from the schools and the subjects themselves. The principals of each school arranged for several classes of students between 12 to 16 years of age to be made available for participation in the research.

Testing in Burma was group administered during school hours by the investigator in a class room setting. In each of the schools, the students were all gathered in a large classroom. Although the investigator can communicate in Burmese, the services of a bilingual interpreter was utilised. The interpreter had been briefed and was familiar with the contents of the booklet and instructions. The interpreter gave the students a brief introduction of the nature and the purpose of the study as outlined on the Consent Form. (See Appendix A-1 for the Burmese version and Appendix A-2 for the English version).

Care was taken to explain to the students the concept of voluntary participation, giving assurance of anonymity and confidentiality, and their right to withdraw from the study at any moment with no repercussions. It was further stressed that this study was being conducted by the investigator for a University qualification and that the study had no affiliation with the school(s). They were also encouraged to raise any concerns or ask for clarification anytime during the testing process.

The booklets were handed out following the introduction, with a request that the students do not communicate or discuss their responses with their peers, and to raise their hand if they required any form of assistance. Once the participants had signed the consent form, they were requested to detach the Consent Form and hand it up to the front of the room to the investigator.

The interpreter then read out the instructions set out above the 12 item scale, giving particular attention to the value of the rating score (the scale is a continuum,

from 1 = 'low', 3 = 'moderate', and 6 = 'high' level of disagreement) and that the first page is for disagreement with the father and the second page is for disagreement with the mother. For the first page, each item was read out and a brief explanation was given. Majority of the students had some difficulties with "Going out with opposite sex", "Outlook on life", "Choice of future career/job" and "Drinking and/or smoking" and these items were clarified.

The respondents were requested to only circle one number for each item and to clearly cross out any mistakes so that only one score remained. The respondents were then instructed to continue with the rest of the booklet.

Where there was a confusion regarding the exact age of their parent(s), participants were instructed to give a best estimate. Before the booklets were collected, students were asked to double check that all the items had been responded to. There was an invitation to make any comments or ask any questions concerning the topic of intergenerational conflict and culture or the content of the booklet. Debriefing took place with the respondents being given a brief overview of the study, and they were acknowledged and thanked for their involvement and contribution to the study.

Burmese-Australian Adolescents in Western Australia

Burmese adolescents who have immigrated to Western Australia were required to investigate the intergenerational conflict and culture effect. Initially, a public announcement was placed in several community newspapers, seeking migrant Burmese-Australian adolescent participants. (See Appendix B for the message). Some flyers with the same message were also posted on a number of public places and places of worship known to be frequented by Burmese community members.

At a later stage, due to a poor level of response, the assistance of some key members of the Burmese community was sought to inform parents of adolescents in the community of the study and the request for voluntary participants to fill in a set of questionnaires.

The investigator requested interested parties to make telephone contact. Most of the initial contacts were made by the parents or via the parents of participants. Once the details of the study and any concerns and issues were discussed, the investigator made an appointment with those who were interested and administered the self report questionnaires at a location of their choice.

The booklets were handed out following a brief introduction (as per Consent Form) and voluntary participation consent was obtained. As with the Burmese students, instructions were read out and respondents were taken through the first Conflict Scale with relevant explanations given. The same process was followed as per the group administration of the test. The translated Burmese version was administered when it was requested by the subject or if the subject was more proficient in Burmese than in English.

It was noted that there were fewer queries regarding the scale items, however there were still some clarification required for the previously mentioned items for the younger subjects.

Anglo-Australian Adolescents in Western Australia

A control group consisting of Anglo-Australian adolescent subjects was required to determine whether intergenerational conflict is significantly higher in the migrant adolescent population or whether it is a part of the adolescence experience for most adolescents. This group of subjects was the last group of adolescents required to complete the data collection phase.

The investigator went to the food hall of a suburban shopping complex, which is one of the largest malls in Western Australia, that housed a number of fast food shops, a cinema, a music store, a pinball parlour and several novelty stores in close approximate. It is a place frequently populated by a large number of adolescents, particularly on late night shopping hours.

The investigator approached a number of adolescents who were identifiable as most likely to be Anglo-Australian, aged 12 to 16 years. The investigator would make

a brief self introduction to the individual, or to the parent(s)/guardian of the adolescent:

"Hi. My name is Romana Lee. I am an Honours Psychology student at Edith Cowan's University and I am looking for young people to participate in my study. I am looking for voluntary participants, aged between 12 to 16, who is Anglo-Australian, to fill out a confidential and anonymous questionnaire which looks at the level of disagreement the adolescent perceives exists between him/her and each of the parent. It should only take about 10 to 15 minutes to complete and you can choose to stop any time you wish."

If the individual fits the age and group membership, and he/she is willing to participate, a booklet and a pen was given to the participant. The investigator went through the explanation notes on the Consent Form and requested a signature of consent. The scales in the booklet were then administered, following the same set of procedures that was observed in the two previous groups.

Once the booklet was completed, participants were debriefed with a short explanation of the study aims and thanked for their time and participation in the study. Once the investigator had about the same number of participants who had completed the booklet as that of the Burmese-Australian group, data collection ceased.

Results

Data Screening

Before commencing any statistical analyses, the data was firstly screened for analysis suitability using various functions, such as cross tabulation, counts, general descriptive statistics and data exploration. There were no missing values for both the 12 'conflict with father' items, and the 12 'conflict with Mother' items.

The Statistical Package for Social Sciences (SPSS) for Windows programme was used to carry out all statistical analyses.

Reliability Analysis of the Conflict Scale

A Conflict Scale was constructed with the 12 issues Rosenthal used in her 1984 study to measure conflict between Greek-, Italian-, and Anglo-Australian adolescents and their parents in Melbourne, Australia. There was no reliability coefficients reported for the instrument, and the data was collected as a part of a larger study (Rosenthal, 1984). However, this scale has been used on two separate occasions with an Australian population (Rosenthal, 1982, 1984).

In the present study, internal consistency reliability analysis of the scale was carried out using the SPSS programme with the data from the two matched samples (Burmese and Burmese-Australian), as the scale had already been used with Anglo-Australian adolescents in the past. Two copies of the scale was used to gather the subjects' ratings: one for 'conflict with father'; and the second one to record the 'conflict with mother'. The analysis was conducted for each of the scale, with differing results:

(I) The analysis of the 'conflict with mother' scale resulted in 2 items being deleted, thus reducing the mother scale to a total of 10 items from the initial set of 12 (see Table 3 for a listing of items). Initially, the Cronbach's alpha was .7572 before Item 10 (Drinking and/or smoking') (α if item deleted=.7969) and Item 1 ('Going out with opposite sex') (α if item deleted=.8080) were deleted. Once the two items were

deleted, the 10-item scale had an internal consistency reliability that was acceptable (Cronbach's $\alpha = .8080$) (see Appendix C-1);

and

(ii) The Cronbach's alpha was .7463 for the 12-item 'conflict with father' scale before Item 1 (α if item deleted=.7558), Item 10 (α if item deleted=.7812), and Item 4 ('Time/frequency of going out') (α if item deleted=.8072) were deleted. The 9-item scale with internal consistency reliability of Cronbach's alpha of .8072 was accepted (see Appendix C-2).

Table 3

The Conflict Scale Items Before and After the Scale Reliability Analysis

<u>Original 12 Items</u>	Resultant Items for Conflict with Mother Scale	Resultant Item for Conflict with Father Scale
1. Going out with opposite sex	Item Deleted	Item Deleted
2. Study habits	2. Study habits	2. Study habits
3. Personal appearance	3. Personal appearance	3. Personal appearance
4. Time/Frequency of going out	4. Time/Frequency of going out	Item Deleted
5. Choice of future career/job	5. Choice of future career/job	5. Choice of future career/job
6. Use of spare time outside home	6. Use of spare time outside home	6. Use of spare time outside home
7. Choice of friends	7. Choice of friends	7. Choice of friends
8. Outlook on life	8. Outlook on life	8. Outlook on life
9. Doing jobs around the house	9. Doing jobs around the house	9. Doing jobs around the house
10. Drinking and/or smoking	Item Deleted	Item Deleted
11. Going out with family	11. Going out with family	11. Going out with family
12. Use of spare time at home	12. Use of spare time at home	12. Use of spare time at home
Total = 12 items	Total = 10 items	Total = 9 items
Cronbach Alpha = 0.7572 (mother)	Cronbach Alpha = 0.8080	Cronbach Alpha = 0.8072
Cronbach Alpha = 0.7463 (father)		

Analyses of Mother Conflict Score and Father Conflict Score

The primary focus of this study was to investigate (i) whether adolescent subjects report any conflict with either and/or both of their parents, (ii) whether there are any significance differences in the conflict reported as a function of the ethnic group membership, and (iii) whether there are any significant differences in the reported conflict as a function of gender of the child, and the parent. As such, analyses of 'conflict' were carried out with the 'Father Conflict Score' (calculated mean score of the conflict ratings on the 9-item scale for each subject) and 'Mother Conflict Score' (calculated mean score of the conflict ratings on the 10-item scale for each subject), and no attempts were made to analyse conflict ratings on each of the 12 items (issues of conflict).

The 3x2 univariate analysis of variance (ANOVA) was used with the Mother Conflict Score, and the Father Conflict Score as separate dependent variables, and the two between subject factors being Ethnicity ('Burmese', 'Burmese-Australian' and 'Anglo-Australian'), and Gender. Appropriate post-hoc comparisons were conducted for any significant interactions found.

Adolescents' Perception of Conflict with Mother

The general linear model was used in the analysis of mother conflict score by Ethnicity and Gender. Descriptive statistics are shown in Table 4. The Levene's Test was not significant ($p=.160$) therefore the error variance of the mother conflict score is equal across the three groups. The alpha was set at .05. The main effect of Ethnicity was found to be significant, $F(2,123)=3.994$, $p<.05$. However, the main effect of Gender was not found, $F(1,123)=.027$, $p>.05$. The Gender by Ethnicity interaction was also not found to be significant, $F(2,124)=2.116$, $p>.05$. Summary information is reported in Table 5.

To investigate the main effect of Ethnicity, Tukey HSD test was used for post hoc comparisons among the three cell means. The multiple comparisons of cell means

showed that the mean conflict with mother score for the Anglo-Australian adolescents ($M=2.55$) was significantly lower when compared to the score for the Burmese-Australian adolescents ($M=3.12$). The mean level of conflict with mother for the Burmese adolescents ($M=2.61$) did not differ significantly from either the Anglo-Australian and the Burmese-Australian adolescents. In other words, the Burmese-Australian adolescents experience a higher level of conflict with their mothers in comparison to the Anglo-Australian adolescents but the level of conflict experience is not different from the level of conflict adolescents in Burma experience with their mothers.

Table 4

Descriptive Statistics of the Mean Conflict with Mother Score by Ethnic and Gender Group

<u>Ethnic Group</u>	<u>Gender</u>						<u>Total</u> <u>M</u>
	<u>Male</u>			<u>Male</u>			
	<u>N</u>	<u>M</u>	<u>SD</u>	<u>N</u>	<u>M</u>	<u>SD</u>	
Burmese	27	2.85	0.88	16	2.39	0.77	2.68
Burmese-Oz	24	2.90	1.02	19	3.34	1.18	3.10
Anglo-Oz	17	2.50	0.99	26	2.61	1.10	2.57
Total	68	2.78	0.96	61	2.78	1.11	2.78

(N=129)

Table 5

ANOVA Summary Table for Conflict with Mother

<u>Source</u>	<u>df</u>	<u>SS</u>	<u>MS</u>	<u>F</u>
Ethnicity	2	8.08	4.04	3.99*
Gender	1	0.03	0.03	0.03
EthnicityxGender	2	4.28	2.14	2.12
Within	123	124.39	1.01	
Total	129	1131.73	7.22	

* $p<.05$

Adolescents' Perception of Conflict with Father

A second 3x2 ANOVA was carried out, with the conflict with father score as a dependent variable, and Ethnicity and Gender being the two between the subject factors. Descriptive statistics are shown in Table 6. The Levene's Test was not significant ($p=.28$) hence no assumptions are violated as the error variance of the father conflict score is equal across the three ethnic groups. The alpha value was set at .05. There was no significant main effect of Ethnicity, $F(2,123)=1.806$, $p>.05$, or Gender, $F(1,123)=.023$, $p>.05$. There was, however, a significant interaction effect (Gender x Ethnicity), $F(2,123)=4.207$, $p<.05$. Summary information is reported in Table 6, and the interaction is plotted in Figure 3. As can be seen in Figure 3, the lowest score was for the Burmese females ($M=2.26$), and all the scores were similar except for the Burmese-Australian females ($M=3.25$) being higher. The Anglo-Australian males ($M=2.73$) and Burmese males ($M=2.73$) reported slightly higher levels than the Burmese-Australian males ($M=2.53$).

To investigate the interaction effect, Tukey HSD test was used for post hoc comparisons among the six cell means. The mean score for the Burmese-Australian female adolescents was significantly higher than the mean score for the Burmese female adolescents. The post hoc analysis result did not find any significant differences between the Anglo-Australian, Burmese and the Burmese-Australian males.

Whilst there was no direct comparison made between the conflict with father and the conflict with mother scores, the total conflict scores for the mother ($M=2.77$) were slightly higher than they were for the father ($M=2.67$) (see Table 4 and Table 6).

Table 6

Descriptive Statistics of the Mean Conflict with Father Score by Ethnic and Gender Group

Ethnic Group	Gender						Total
	Male			Male			
	N	M	SD	N	M	SD	
Burmese	27	2.73	0.91	16	2.26	0.79	2.56
Burmese-Oz	24	2.54	1.02	19	3.26	1.19	2.86
Anglo-Oz	17	2.73	0.88	26	2.56	0.98	2.63
Total	68	2.66	0.93	61	2.70	1.07	2.68

(N=129)

Table 7

ANOVA Summary Table for Conflict with Father

Source	df	SS	MS	F
Ethnicity	2	3.41	1.71	1.81
Gender	1	0.02	0.02	0.02
EthnicityxGender	2	7.95	3.97	4.21*
Within	123	116.17	0.94	
Total	129	1051.93	6.64	

*p<.05

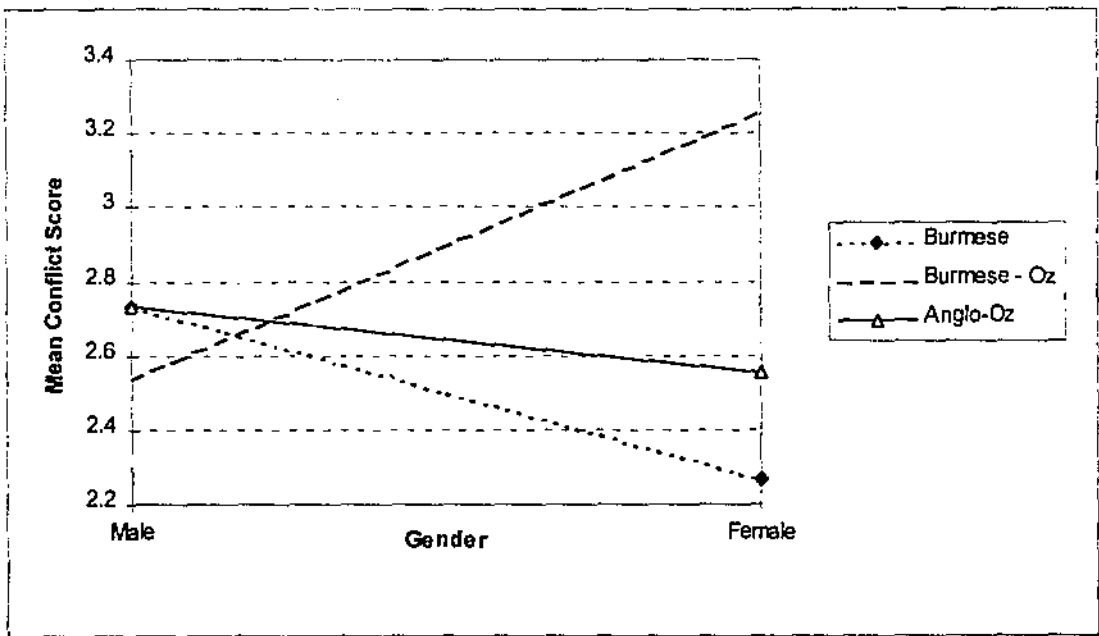


Figure 3: Interaction Effect Between Gender and Ethnicity

Ethnic Identification Grouping in the Burmese-Australian Sample

To investigate whether there is a difference in the level of reported conflict by the 'same group identifiers' and 'different group identifier' the Ethnic Identification Scale was administered to the Burmese-Australian respondents ($N=43$). Subjects rated themselves, their fathers, and their mothers on 'How Burmese' they were and 'How Australian' they were ('1'="very" to '6'="Not at all"). Their responses were coded so that the respondent, the respondent's mother and father would 'identify' as (i) 'Burmese' (Burmese rating < 5 and Australian rating ≥ 5); (ii) 'Australian' (Burmese rating ≥ 5 and Australian rating < 5); (iii) 'Burmese-Australian' (Burmese rating < 5 and Australian rating < 5); and (iv) 'Neither' (Burmese rating ≥ 5 and Australian rating ≥ 5).

There was a noticeable difference between the adolescents' group identification, and how they had identified their parents. A high number of adolescents identified themselves as 'Burmese-Australian' and 'Australian', whereas the mothers and the fathers were more likely to be identified as 'Burmese' or 'Burmese-Australian' (see Table 8).

The ratings were recoded and identified as either 'identifying the same' (regardless of what group) or 'non-identifying' (identifying differently). There was about equal number of subjects in each of the two groups, for mother (20 identifying, 23 not identifying) and for father (22 identifying, 21 not identifying). The mean conflict with mother score for the 'identifying' and the mean conflict with mother score for 'non-identifying' were analysed using the t-test analysis. Although the mean conflict scores for the 'non-identifying' group was higher than the 'identifying' group ($M=3.33$, and $M=2.82$ respectively), the mean difference ($-.5054$) was found to be non-significant ($t=-1.52, df=41, p>.05$). A second t-test was conducted with the father conflict score for 'identifying with father' and 'non-identifying with father'. There was no significant difference between the two means ($M=3.04$, 'non-

identifying'; $M=2.67$, 'identifying'; $t=-1.08, df=41, p>.05$). There was no significant difference in the level of reported conflict found between those adolescents who share the same ethnic group identification with their parents, and the adolescents who identify themselves differently from their parents.

Table 8

Burmese-Australian Adolescents' Ethnic Group Identification of Self, Father and Mother

<u>Ethnic ID Group</u>	<u>Self</u> <u>(N)</u>	<u>Father</u> <u>(N)</u>	<u>Mother</u> <u>(N)</u>
Identify as Burmese	4	17	17
Identify as Australian	6	2	1
Identify as Burmese-Oz	32	22	23
Identify as Neither	1	2	2
<hr/> (N=43)			

Discussion

The results of the study found support for some of the hypotheses put forward. Given that there was insufficient data to determine age differences in parent-adolescent conflict, the hypothesis that younger adolescents (ie. 12 to 14 years of age) will report more conflict/disagreement with their parents than the older adolescents (ie. 15 to 16 years old) in the sample, was not investigated.

As the analysis of conflict were carried out independently for conflict with father and conflict with mother, the findings will be discussed with the results for conflict reported with the mother firstly, followed by a discussion of the findings for the conflict with the father.

It was hypothesised that the Burmese-Australian adolescents, dealing with two cultures simultaneously will report more conflict than the monocultural adolescents (the Anglo-Australian adolescents and Burmese adolescents). In other words, the conflict levels reported by the Burmese-Australian adolescents will be significantly greater than the Burmese and the Anglo-Australian adolescents. The results partially supported this hypothesis. The finding suggests that the Burmese-Australian adolescents experience a higher level of conflict with their mothers compared to the Anglo-Australian adolescents. However, there was no significant difference between the conflict reported by the Burmese-Australian adolescents and the Burmese adolescents, and no significant difference was found between the Burmese and the Anglo-Australian adolescents.

In terms of conflict with the mother, none of the three models of biculturalism conflict can be used to explain mother-adolescent conflict reported in the migrant Burmese-Australian adolescents. The finding that Burmese-Australian adolescents reported higher conflict than the Anglo-Australian adolescents, but neither of the group differed significantly from the Burmese adolescents, is puzzling. The Culture

Conflict model would hold that Burmese-Australian adolescents will report higher levels of conflict than both the Burmese and the Anglo-Australian adolescents (Rosenthal et al., 1989). To fit the Cultural Difference model, the Burmese-Australian adolescents and Burmese adolescents would not differ from one another in their levels of conflict, but both would have to report a different level of conflict to the Anglo-Australian adolescents (Rosenthal et al., 1989).

The Cultural Assimilation model would predict that the Burmese-Australian and the Anglo-Australian adolescents would not differ in their levels of conflict, but that both would be different from the levels of conflict reported by the Burmese adolescents (Rosenthal et al., 1989). Hence, the present study's results do not fit any of the three models in explaining the higher levels of conflict reported with the mother in the Burmese-Australian migrant families.

There was no significant difference detected between the Burmese-Australian female subjects and the Burmese-Australian male subjects, in their report of conflict with their mothers. Therefore, the hypothesis that the Burmese-Australian female subjects, like the Italian-Australian female subjects in Rosenthal's 1984 study, will report a higher level of conflict than their cohorts, was not supported.

As the analyses were carried out with the conflict score for mother and father independently, the hypothesis that higher levels of conflict with mother will be reported, was not directly investigated. Whilst the difference was not tested for significance, it was noted that the total conflict score reported for the mother was slightly higher than the score reported for the father. Furthermore, the Burmese-Australian adolescents reported a significant level of conflict with their mothers as a group (no differences in the gender) which was different to the finding related to the conflict reported with fathers, where only female adolescents were found to report significantly different from one another (this will be further discussed later in this section).

The analysis of the ethnic identification scores of the Burmese-Australian adolescents did not find any significant differences in the levels of conflict reported between those who identified with their mothers as opposed to those who identified differently from their mothers. In other words, those adolescents identifying as Australian, or Burmese-Australian, when their mothers were identified as Burmese, did report a higher level of conflict than those who identified the same as their mothers (i.e., both Burmese, or both Australian, etc.), but the difference was not significant. Therefore the hypothesis that those migrant Burmese-Australian adolescents that identify differently, will report a higher conflict level than those adolescents who do not identify differently from their parents, was not supported. However, this may be due to the small sample size.

The results of the analyses conducted with the father conflict ratings suggest that Burmese-Australian female adolescents reported a significantly higher level of conflict with their fathers than the Burmese female adolescents. Although no significant difference was detected for the male adolescents, it was interesting to note that the levels of conflict reported with the father was similar for the monoculture adolescents (Anglo-Australian and the Burmese males) and that of the three groups of male adolescents, it was the Burmese-Australian male adolescents who scored the lowest conflict score with their fathers. Hence, only partial support was found for the hypothesis that the Burmese-Australian adolescents, dealing with two cultures simultaneously will report more conflict than the monocultural adolescents (the Anglo-Australian adolescents and Burmese adolescents). As with the mothers, none of the three bicultural conflict models can be used to explain the high levels of conflict with the father reported by the migrant Burmese-Australian Adolescents.

There was some support for the hypothesis that Burmese-Australian female subjects, like the Italian-Australian female subjects in Rosenthal's 1984 study, will report a higher level of conflict than their cohorts, for the levels of conflict reported with the father. The Burmese-Australian females reported higher levels of conflict

than the Burmese females, but both groups were not significantly different from the Anglo-Australian female adolescents. There were no significant differences in the levels of conflict reported by the male adolescents either.

In regards to the final hypothesis that for the sample of migrant Burmese-Australian adolescents, those adolescents that identify differently from their parents on the Ethnic Identification Scale will report a higher conflict level than those adolescents who do not identify differently from their parents, there was no significant result to support this. Although there was a higher level of conflict in the group of adolescents who identified differently from their fathers than those who were identical to their fathers in their ethnic identification, the difference between them was not significant.

There should be care taken in generalising results from this study primarily because the sample size was small and may not be representative of the population at large. There was an attempt made to control for social class and background in the Burmese Adolescent Group, and the final Burmese Adolescent sample data used in the analysis was the data of the 43 subjects best matched to those in the Burmese-Australian Adolescent Group. However, this process was not carried out with the Anglo-Australian sample as the study was centered on the migrant Burmese adolescents and therefore the matching was carried out with this group only.

The findings of the present study are not entirely consistent with the findings from the studies conducted by Rosenthal and her colleagues with the Italian-, Greek-, and Anglo-Australian adolescents (ie. Rosenthal 1982 ;1984; and Rosenthal et al., 1989). The Burmese-Australian adolescents did not report a significantly higher level of conflict with both the parents than the Burmese adolescents. Where there was a significant difference due to ethnicity, the Burmese-Australian adolescents reported a higher level than the Anglo-Australian for conflict with their mothers. There were no main effects of gender differences found in the present study, unlike Rosenthal's 1984 study where adolescent males reported more conflict with both the mother and the father. One finding that was consistent with Rosenthal's 1984 study findings is that

there were no difference found in the levels of conflict as a function of ethnic identification. It must be noted that whilst there are some commonalities between the migrant Burmese-Australian group and the migrant Italian- and Greek-Australian groups, there are also underlying differences. So, there may be some shared characteristics in the findings but there may also be group specific issues and characteristics.

As previously mentioned, the findings were not neat and consistent. Ideally, according to the Culture Conflict model, the migrant Burmese-Australian adolescents would have reported a significantly higher levels of conflict, with both parents, than both the Anglo-Australian and the Burmese adolescents. That did not happen. Instead, in this study, only the Burmese-Australian female adolescents reported higher conflicts with their fathers as compared to the Burmese female adolescents, and both the Burmese-Australian male and female adolescents did not report significantly higher levels of conflict with their mother when compared to those in the Burmese group. Furthermore, to complicate the matter, Burmese-Australian male adolescents reported non-significant lower conflict levels with their fathers than the Burmese or the Anglo-Australian male adolescents.

How can these results of the study be explained in the context of the Burmese culture? The possible explanations concerns the role of the father and the mother in the Burmese family, the Burmese cultural gender norms, child-rearing beliefs and practices, and parenting styles. According to Rosenthal (1985), there is a "need to explore more carefully the meaning of conflict...it is important to understand the origins and nature of conflict when it's expressed...in interpreting a finding of greater conflict within immigrant families, differences in family systems should be considered." (pg 2). She concluded in her 1982 study that the Greek and Italian parents' distinctive child rearing practices were primarily responsible for the higher level of conflict and not the conflict in culture.

First of all, the Burmese parenting style is authoritarian. Landis (1954) found that adolescents reared in the authoritarian homes, where unquestioned obedience was expected by the parents, suffered more problems in all areas such as family relations, the personal, the school, the social, vocational, sexual and religion, as compared to the adolescents raised in a democratic home where there was 'cooperation' between the parents and children. Therefore, it would make sense that Burmese children would experience more conflict than the Anglo-Australian children.

The insecurities and confusion due to lack of knowledge about the new culture, may lead to migrant parents becoming increasingly authoritative and increasingly demand obedience from the migrant adolescents (Rosenthal, 1985; Eppink, 1979). Furthermore, the freezing of values effect may have taken place where parents have set limits to adolescent behaviour which reflect norms and values of their cultural group now out of date in their country of origin (Rosenthal, 1985; Eppink, 1979). There is anecdotal evidence of this from Burmese-Australians who have returned to their homeland and saw the modernisation of the country and the people. In fact, many have commented on how Burmese-Australians are more traditional in some aspects than the people back in Myanmar.

Why would there be differences between the females but no differences between the males? The child rearing practices in Myanmar is such that parenting is seen as a community role. There are clear expectations and behavioural rules set out for males and females in Myanmar. The modelling is such that the females in Myanmar behave in a particular way and those who don't are severely admonished and are branded in the community. As such, when the migrant Burmese-Australian teenage girl sees her Australian peers at school, in the community, and in the media, she detects vast differences and may feel restricted by the rules and regulations set by her parents. This is in contrast to the male experience, as observed by Shaw (1986), that in most Asian households where there is a clear role differentiation of males and females, males enjoyed more freedom and preferential treatment in all areas (in Ghuman,

1994, pg 230). Often, this leads to frustration, anxiety and sometimes defiant and open rebellion among girls (Shaw, 1986 in Ghuman, 1994, pg 230). The Burmese males in contrast to the Burmese females have greater freedom and conflict would be low for the males even in the Western world because they would not see much difference between them and the Australian male adolescents.

The conflict was significantly higher between Burmese-Australian fathers and daughters as compared to the Burmese fathers and daughters. This may be the result of Shaw's (1986) observation that girls may 'act out' and become openly defiant due to the preferential treatment and also the differences they observe between themselves and their Anglo-Australian or more assimilated Burmese-Australian peers (in Ghuman, 1994, pg 230). The Burmese-Australian fathers are more likely to become involved in the parenting of the migrant adolescents out of the need to 'watch over' the daughters' well-being because there are no longer the social controls and extensive support network in place. It may also be that the Burmese fathers do not get involved in the daily parenting role, and are only called upon to make major decisions or settle major conflicts. However, in the migrant family, disagreements may arise on a daily basis, and the migrant mothers who are unsure of 'the best way to handle things' in the new world, may refer more to the migrant fathers in making the daily decisions.

Of particular interest is the anomaly of the Burmese-Australian male adolescents reporting the lowest conflict with father of the three male groups. It is possible that in Myanmar, the males, whilst enjoying the freedom and preferential treatment in many areas, also have a defined role loaded with responsibilities. Sons are expected to study and gain a profession, or to learn the trade of their fathers and take over the family business and look after the welfare of the entire family. Traditionally, sons are expected to look after their parents for life. Hence, there may be more pressures for the male adolescents in Myanmar, and most of that will be coming from their fathers. It is possible that the Burmese-Australian male adolescents are somewhat relieved

from that pressure as their migrant parents are concerned with the daily survival in the new world.

Finally, the role of the mothers in the Burmese context needs to be explored. What can explain the finding in the study that both the Burmese-Australian males and females reported significantly higher level of conflict but that level of conflict was not significantly different from that of the Burmese adolescents? Mothers, typically, are more involved in the child rearing, particularly in the traditional societies. Perhaps the mothering role does not differ: in Myanmar, the mother is involved in the daily lives of the children; and in Australia, the migrant mother is involved in the daily lives of her children. Therefore, there is no significant difference in the way she continues to 'look' after the children's welfare whether she is in Australia or in Myanmar. Given that there was always some level of conflict with the mother, it would make sense that although the level of conflict would be increased in the migrant Burmese-Australian families, the difference in the two levels would not be significant compared to that of the Burmese and Burmese-Australian fathers.

This was an ambitious study and there were some methodological problems. To ensure that the comparison being made was valid, two monocultural ethnic groups were included in the design (Burmese adolescents and Anglo-Australian adolescents groups). This meant that the data was collected in two different countries, with three different groups. Whilst a concerted effort was made to maintain standardised procedure in collecting the data with all three groups, there were some obvious differences such as the setting (schoolroom versus foodhall) and the method of administration (group administration versus individual subject testing). Whilst there was a large number of Burmese participants, there was insufficient number of Burmese-Australian and Anglo-Australian participants. However, the number of Burmese-Australian adolescent participants

There was also an under representation of young adolescents which meant that the age differences in parent-adolescent hypothesis was not tested. However, of some

concern is the over-representation of female subjects as compared to the number of male subjects in the Anglo-Australian Group. This may have possibly been a confound variable as there are some evidence of gender differences in the intergenerational conflict.

There was also some concerns in collecting data with Burmese people. Subjects may have participated in the study, under or over reported conflict, in their desire to please as it is customary in the Burmese culture to assist others whenever it is possible. On the flip side there may also have been a strong desire to protect the parent-child relationship and to not "air the dirty laundry in public" and conflict/disagreement may have been under reported. There was also a chance that whilst they willingly participated in the study, Burmese people (even the Burmese-Australians) have not been exposed to scientific testing and data gathering for the 'sole' purpose of increasing 'knowledge'. The process may have been an entirely novel and uncomfortable one.

There were also issues concerning the instrument used to measure 'conflict'. It was unclear how these specific 12 issues were determined and identified by Rosenthal as meaningful items in measuring levels of parent-adolescent conflicts in migrant and non-migrant families (Rosenthal, 1982 and 1984). Given that Rosenthal (1985) concluded that the causes of tension varied between cultural groups, after reviewing a number of studies, how valid is it to use a 12-item scale used to measure conflict in the migrant Italian- and Greek-Australian adolescents, with any other migrant population? It would have been preferable to have carried out a pilot study, to firstly elicit a wide spectrum of 'issues' which may be a source of conflict in the household between the migrant parents and their adolescent children in the Burmese and Australian community, then conduct a factor analysis to determine a number of key factors, develop an instrument with those factors and check the internal consistency reliability (Hedderston, 1986).

However, as the scope of this investigation was limited, the data was collected using an adapted scale from Rosenthal's 1984 study on culture and intergenerational conflict, as it had already been used with an Australian migrant population. Furthermore, a scale reliability analysis was carried out with both the mother and the father scales. Interestingly, Item 1 (Going out with the opposite sex) and Item 10 (Drinking or smoking) were two items deleted from both the scales. Whilst these were the items that caused most conflict for the migrants parents and adolescents in other studies (ie. Rosenthal, 1962 and 1984; Connell et al., 1975), they caused the most confusion than any of the other items for the younger subjects in the Burmese-Australian sample, especially the subjects in the Burmese sample. Perhaps they are not issues or items of concern in the Burmese and Burmese-Australian families as there are absolute rules and regulations and both the adolescents and the parents accept that there is no negotiation to be done on those two subjects.

What does it all mean? This was a study conducted with a population that has little information available. And as far as it is known, no research has ever been carried out with the Burmese population. The difficulty in assessing the study's findings in relation to other studies is that the findings from a large number of previous studies of the interaction between age, ethnicity, and gender, and intergenerational and bicultural conflict varied, methodology differed, and the cause of tension varied between cultural groups (Rosenthal, 1985).

Furthermore, there were some methodological issues that warrants caution in generalising the findings of the present study. However, the results of the study did raise some interesting questions about the simplistic notion of 'intergenerational conflict' being the inevitable result of biculturalism and migration. The study also fulfilled its primary aim to examine a subset of the Burmese population which otherwise had been neglected to date.

In summary, if high levels of conflict between adolescents and their parents in the minority cultural groups result from conflicting cultural norms (Rosenthal, 1984;

Ghuman, 1975, Di Marco, 1974, and Phinney, 1996), then as argued by Rosenthal (1985), there is a “need to explore more carefully the meaning of conflict...it is important to understand the origins and nature of conflict when it’s expressed...in interpreting a finding of greater conflict within immigrant families, differences in family systems should be considered.” (pg 2). Where there was higher conflict reported as a function of ethnicity in her 1982 study, Rosenthal¹ concluded that the migrant parents’ distinctive child rearing practices were primarily responsible and not the conflict in culture. This is an important factor in studying groups across cultures in relations to family dynamics.

The author suggests that researchers look at better defining “conflict” and developing better measurements of conflict. There is also a need to examine further the concept of ethnic identity, assimilation and accommodation: Derbyshire (1968) found that “Pride in one’s cultural heritage appears functional as an integrative technique for reducing adolescent identity and role conflict.” (pg 108). There may be a need to carry out some longitudinal studies with migrant families to determine whether the “conflict” reported is detrimental and has long term effects, whether conflict was resolved, intensified or subsided with the increased number of years in the host country; and what family systems are operating. Perhaps the future direction of research in intergenerational conflict and culture lies in looking at what is working for migrant families who are well-adjusted and well-adapted, and look to see what can be learned from their experiences instead. It is also recommended that more detailed research need to be conducted with the Burmese population to look at patterns of conflict resolution in the family, whether the conflict is reported detrimental, and what psycho-social impact does the conflict have in the Burmese migrant families.

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Appendix A-1

Translated Burmese Booklet

ဩစတေးလျ နိုင်ငံ ပတ် (Perth) မြို့ ရှိ Edith Cowan တက္ကသိုလ်မှာ သင်ကြားနေတဲ့ စိက္ခဗေဒ ဗဟုဗျူဟာသင်ခန်းစာ အစိတ်အပိုင်းအနေ နှင့် ကျွန်မဟာ မြန်မာပြည်မှာ နေထိုင်ကြတဲ့ ဆယ်ကျော်သက်ရွယ်များနှင့် ၊ ကနေဒါ နိုင်ငံ ဩစတေးလျ လိုပြည်ပနိုင်ငံများသို့ ရွှေ့ပြောင်း နေထိုင်ကြတဲ့ ဆယ်ကျော်သက်ရွယ်များကို နှိုင်းယှဉ်ရန်စိတ်ဝင်စားပါတယ်။ သင့်လို လူငယ်တယောက်နှင့် သင့်အဖေ၊ အမေကြား ၊ သင့်ဝတ်ပုံစားပုံ၊ သူငယ်ချင်းများနှင့် တနေ့ကွာမှာ အချိန်ဖြုန်းပုံ (အစရှိ...) တို့ပေါ်မှာ သဘောချင်ကိုက်ညီမှု ရှိ / မရှိပမာဏကို စိတ်ဝင်စားပါသည်။ သင့်အနေနှင့် ၁၅ မိနစ်ခန့် ကြာမြင့် ရှိစင်သော မေးခွန်းလွှာတစ်ခုကို ပြည်တွင်းပေးရန်ဖြစ်ပါသည်။ သင့်နှင့် အခြားလူငယ်များထံမှ ကျွန်ုပ်တို့ ရရှိတဲ့အဖြေများသည် သုတေသီတွေအား လူငယ်များနှင့် ငှင်းတို့၏ မိဘများကြား ဆက်ဆံရေး ပုံသဏ္ဌာန်ကို ပိုမို၍ ပေါ်လွင်အောင် ပေါ်ဆောင်စေစွမ်းနိုင်ပါသည်။

မေးခွန်းလွှာတွင် သင့်အမည်ကို ထည့်ပေးရန်တောင်းဆိုမှုမဟုတ်ပါ။ အယ်အစောင့်သည် သင့်၏ မေးခွန်းလွှာ ပြစ်ကြောင်းကို အယ်သုတေသီလိမ့်မည်မဟုတ်ပါ။ သင့်အဖြေများကို အခြားသူများ၏ အဖြေများနှင့် ပေါင်းစပ်၍စာတမ်းတခုပြုလုပ်မှာသာဖြစ်ပါသည်။ သင့်အဖြေများကိုအခြားဘာအတွက်မျှ အသုံးပြုမည် မဟုတ်ပါ။

သင့်အနေနှင့် ဤမေးခွန်းကို ပြည်တွင်းလိုသောဆန္ဒမရှိပါကပြန်မလိုပါ။ ပြေကြာဆဲမှလည်း သင်အချိန် မရွေး ရပ်ဆိုင်းနိုင်ပါသည်။ ဤသို့ရပ်ဆိုင်းပါကလည်း ကျွန်ုပ်တို့အတွက်မည်သို့မှ အနှောင့်အယှက်မဖြစ်ပါ။ အကယ်၍ ဤမေးခွန်းလွှာနှင့်ပတ်သက်၍ မရှင်းလင်းတာများရှိပါက သို့မဟုတ် တခုခုကို ခုံစမ်း မေးမြန်း လိုပါက၊ ကျွန်ုပ်တို့အား ယူချက်ချင်းမေးမြန်းနိုင်ပါသည်။ မောင်တချိန်ချိန်မှာ မေးမြန်း လိုသော အချက်အလက်များ ပေါ်ပေါက်လာပါကလည်း Dr. Susan Gee (ကြီးကြပ်ရေးမှူး) Edith Cowan University, Joondalup Campus, WA 6027, Australia, ဖုန်းနံပါတ် 619-400-5555 သို့ ဆက်သွယ်ခုံစမ်းနိုင်ပါသည်။

အကယ်၍ သင်အနေဖြင့် ယူမေးခွန်းလွှာကို ပြည်တွင်းပါဝင်မည်ဆိုပါက ဆောက်ပါကတိုင်း လက်မှတ် ထိုးပေး ပါရန်မေတ္တာရပ်ခံတပ်ပါသည်။

ကျွန်တော်/ကျွန်မ _____ (သင့်အမည်) သည်သိလိုသော အချက်များ၊ မရှင်းလင်းသောအချက်များကိုမေးမြန်းထားပါသည်။ ကျွန်တော်/ကျွန်မသည် ဤမေးခွန်းလွှာများကို ပြေဆိုရန် သဘောတူပြီးအချိန်မရွေးရပ်ဆိုင်းလိုပါက ရပ်ဆိုင်းနိုင်ကြောင်းကို သိရှိ ထားပါသည်။ ယူလေ့လာချက် အတွက် ကောက်ယူထားသော အချက်အလက်စာရင်းဇယားမှ စာတမ်းတခုပြုလုပ်မည်အကြောင်းကို မည်သည့်အဖြေသည် ကျွန်ုပ်တို့၏အဖြေဖြစ်ကြောင်း ကို လူတို့များ ခေါ် သည် ကာလ တလျှောက်လုံး ကျွန်ုပ်သိရှိသောတူပါသည်။

_____ (သင်၏လက်မှတ်)

_____ (နေ့စွဲ)

_____ (ဝစ်ဆေးသူ)

_____ (နေ့စွဲ)

ဆောက်တင်ပေးပြထားသောမေးခွန်းစာမျိုးစာစား (၁၂) ခု မှ တစ်ခုစီတက် သင့်ပခင် နှင့် သဘောချင်း မတိုက်ဆိုင်မှု ဖမာဏ ကိုပြသော နံပါတ်တစ်ခုကို ရွေးချယ်ပိုင်ပြစေလိုပါသည်။ (ဥပမာအားဖြင့် နံပါတ်တစ်ခုကို ပိုင်ပြခြင်းဖြင့် သင် နှင့် သင့်ပခင် သဘောချင်းမတိုက်ဆိုင်မှု အတိုင်းအတာရှိမည် (နည်းသည်ဟုဆိုလိုခြင်းဖြစ်ပါသည်။ အကယ်၍ နံပါတ်ခြောက်ကိုပိုင်ပြထားပါက သင့်ပခင်နှင့် သဘောချင်းမတိုက်ဆိုင်မှု အတိုင်းအတာမြင့်မားကြောင်းဆိုလိုပါလိမ့်မည်။)

၁။ ဆန့်ကျင်ဖက်လိင်နှင့်အပြင်ထွက်ခြင်း....	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၂။ ပညာဆိုးဝါးခြင်းနှင့်ပတ်သက်သောအမူအရာများ	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၃။ ရုပ်သွင်ပြင်၊ အပြင်အဆင်	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၄။ အပြင်ထွက်လည်ချိန် / အကြိမ်	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၅။ အနာဂတ်တက်တက်သက်သက်မေးခွန်းကြောင်းရွေးချယ်မှု	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၆။ အားလပ်သောအချိန်ကိုပြင်ပတွင်အသုံးပြုခြင်း	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၇။ မိတ်ဆွေအပေါင်းအသင်းရွေးချယ်မှု	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၈။ အဝတ်အစားကြောင်းအပေါ်အမြင်	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၉။ အိမ်မှုရေးရာအလုပ်အကိုင်များလုပ်ကိုင်ခြင်း	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၁၀။ မူးယစ်ဆောက်စားခြင်းနှင့် (သို့မဟုတ်) ဆေးလိပ်ဆောက်ခြင်း....	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၁၁။ မိသားစု နှင့် အပြင်ထွက်ခြင်း	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)
၁၂။ အားလပ်ချိန်ကိုအိမ်၌ မည်သို့အသုံးပြုခြင်း	၁ ၂ ၃ ၄ ၅ ၆ (နိမ့်) (မြင့်)

သောကတွင်ပေါ်ပြထားသောမေ့ရန်သမ္မုဒ္ဓိသမ္ဘာ: (၁၂) ၃ မှ တစ်ခုစီတက် သင့်မိခင် နှင့် သဘောချင်း မတိုက်ဆိုင်မှု ပမာဏ ကိုပြသော နံပါတ်တစ်ခုကို ရွေးချယ်ပိုင်ပြစေလိုပါသည်။ (ဥပမာအားဖြင့် နံပါတ်တစ်ခုကို ပိုင်ပြခြင်းဖြင့် သင် နှင့် သင့်မိခင် သဘောချင်းမတိုက်ဆိုင်မှု အတိုင်းအတာနိမ့်မည် (နည်းသည်ဟုဆိုလိုခြင်းဖြစ်ပါသည်။ အကယ်၍ နံပါတ်ခြောက်ကိုပိုင်ပြထားပါက သင့်မိခင်နှင့် သဘောချင်းမတိုက်ဆိုင်မှု အတိုင်းအတာမြင့်မားကြောင်းဆိုလိုပါလိမ့်မည်။)

၁။	ဆန့်ကျင်ပုံကလိပ်နှင့်အပြင်ထွက်ခြင်း....	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၂။	ပညာဆိုးပျိုးခြင်းနှင့်ပတ်သက်သောအမှုအကျင့်များ	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၃။	စုပ်သွင်းပြင်း အပြင်အဆင်	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၄။	အပြင်ထွက်လည်ချိန် ၊ အကြိမ်	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၅။	အနာဝါတ်အတွက်အသက်မွေးဝမ်းကြောင်းရွေးချယ်မှု	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၆။	ဘားလပ်သောအချိန်ကိုပြင်ပတွင်အသုံးပြုခြင်း	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၇။	မိတ်ဆွေအပေါင်းအသင်းရွေးချယ်မှု	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၈။	ဘဝလမ်းကြောင်းအပေါ်အမြင်	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၉။	ဘိန်းမှုကုန်အလုပ်အကိုင်များလုပ်ကိုင်ခြင်း	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၁၀။	မူးယစ်သောက်စားခြင်းနှင့် (သို့မဟုတ်) ဆေးလိပ်သောက်ခြင်း....	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၁၁။	မိသားစု နှင့် အပြင်ထွက်ခြင်း	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)
၁၂။	ဘားလပ်ချိန်ကိုဘိမ်း မည်သို့အသုံးပြုခြင်း	၁	၂	၃	၄	၅	၆
		(နိမ့်)					(မြင့်)

သင်ပြောဆိုထားသောအချက်အလက်များကို ပိုမို၍ သဘောပေါက်ဖွင့်ဆိုနိုင်ရန်အတွက် သင့်၏ အကြောင်းအရာကို အထောက်အကူ ပြုနိုင်မည်ဖြစ်ပါသည်။ ဆောက်ပါမေးမြန်းထားချက်များကို ဖြည့်စွက်ပေးစေခြင်း ပါသည်။

သင် နှင့် ပါတ်သက်သော အကြောင်းအရာများ ။

- * ကျား _____ မ (ပိုင်ပေးပါရန်)
- * မွေးသက္ကရာဇ် _____ နေ့ _____ လ _____ ခုနှစ်
- * သင်၏မွေးဖွားကတိုင်ပြည် _____
- * သင်မိသားစုအတွင်း ညီအကို မောင်နှမ အရေအတွက်
ညီ / အကို / မောင် _____ ယောက် ။ ညီမ / အမ _____ ယောက်
- * မြန်မာပြည်တွင် နေထိုင်သည့် နှစ်ပေါင်း _____ နှစ်

သင့်ဖခင် နှင့် ပါတ်သက်သော အကြောင်းအရာများ ။

- * သင့်ဖခင်၏အသက် _____ နှစ်
- * သင့်ဖခင် ၏ မွေးဖွားက တိုင်ပြည် _____
- * သင့်ဖခင် ၏ အလုပ်အကိုင် _____

သင့်မိခင် နှင့် ပါတ်သက်သော အကြောင်းအရာများ ။

- * သင့်မိခင်၏အသက် _____ နှစ်
- * သင့်မိခင် ၏ မွေးဖွားက တိုင်ပြည် _____
- * သင့်မိခင် ၏ အလုပ်အကိုင် _____

မေးခွန်းများပြီးဆုံးပါပြီ။ ဤမေးခွန်းများကို အချိန်မေးပြည့်စွက်သည့်အတွက် ကျေးဇူးတင်ပါသည်။
မေးခွန်းသားလုံးကို ပြည့်စုံစွာ ဖြည့်စွက်ပြောဆိုခြင်း ရှိ/မရှိ ကို ကျေးဇူးပြု၍ စစ်ဆေးစေလိုပါသည်။

Appendix A-2

Anglo-Australian Booklet

Hello.

As part of my 4th year psychology studies at Edith Cowan University, in Perth, Australia, I am interested in comparing teenagers who have stayed in Myanmar with teenagers who have moved to another country (such as Canada and Australia). I am interested in the amount of disagreement a young person like you may have with your Father and your Mother on things like the way you dress, hang out with your friends, and so on. You just need to fill in a simple questionnaire which will take about 15 minutes to complete. The answers we get from you and other young people may give researchers a better picture of the relationship between young people and their parents.

You will not be asked to put your name on the questionnaire. No one will know which questionnaire is your's. The answers you give us will be combined with other people's answers and put in to a report. Your answers will not be used for any thing else..

You don't have to do this if you don't want to. You can stop at any time and that will be no problem. If there is anything you are not clear about or you want to check out something, you can ask me now. If you have any questions later, you can contact Dr Susan Gee (Supervisor) on (0619) 400 5555, at Edith Cowan University, Joondalup Campus, WA, 6027, Australia..

If you are happy to take part in this project, we need you to sign below.

I, _____ (Your name). have asked any questions that I have. I agree to answer this questionnaire and I know I can stop at any time. I agree that the information gathered for this study may be put in a report as long as people do not know which answers were mine.

_____ (Your signature)

_____ (Date)

_____ (Investigator)

_____ (Date)

Part A

We would like you to circle a number which shows how much you disagree with your father on each of the 12 issues listed below (for example, circling 1 means you think the disagreement is Low, but circling 6 means that the disagreement with your parents is High).

- | | | | | | | |
|--|-----|---|---|---|---|------|
| 1. Going out with opposite sex | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 2. Study habits..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 3. Personal appearance..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 4. Time/frequency of going out..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 5. Choice of future career/job | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 6. Use of spare time outside home..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 7. Choice of friends..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 8. Outlook on life | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 9. Doing jobs around the house | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 10. Drinking and/or smoking..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 11. Going out with family..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 12. Use of spare time at home | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |

We would like you to circle a number which shows how much you disagree with your mother on each of the 12 issues listed below (for example, circling 1 means you think the disagreement is Low, but circling 6 means that the disagreement with your parents is High).

- | | | | | | | |
|--|-----|---|---|---|---|------|
| 1. Going out with opposite sex | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 2. Study habits..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 3. Personal appearance..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 4. Time/frequency of going out..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 5. Choice of future career/job | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 6. Use of spare time outside home..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 7. Choice of friends..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 8. Outlook on life | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 9. Doing jobs around the house | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 10. Drinking and/or smoking..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 11. Going out with family..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 12. Use of spare time at home | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |

Part C

It would be helpful to have some information about you so that we could make better sense of the answers you have given already. Please fill in the answers to the questions below.

Some Information About You

What is your gender? (Circle one) Male Female

When were you born? Day Month Year

Which country were you born in?

How many brothers and sisters have you got in your family?
 Brothers Sisters

How many years have you lived in AUSTRALIA? Years

Some Information About Your Father

How old is your Father? Years

Which country was your Father born in?

What kind of work does Your Father do?

Some Information About Your Mother

How old is your Mother? Years

Which country was your Mother born in?

What kind of work does your Mother do?

This is the end! Thank you again for taking the time to fill in the form.
 Please check that you have done all the questions.

Appendix A-3

Burmese-Australian Booklet

Hello.

As part of my 4th year psychology studies at Edith Cowan University, in Perth, Australia, I am interested in comparing teenagers who have stayed in Myanmar with teenagers who have moved to another country (such as Canada and Australia). I am interested in the amount of disagreement a young person like you may have with your Father and your Mother on things like the way you dress, hang out with your friends, and so on. You just need to fill in a simple questionnaire which will take about 15 minutes to complete. The answers we get from you and other young people may give researchers a better picture of the relationship between young people and their parents.

You will not be asked to put your name on the questionnaire. No one will know which questionnaire is your's . The answers you give us will be combined with other people's answers and put in to a report. Your answers will not be used for any thing else..

You don't have to do this if you don't want to. You can stop at any time and that will be no problem. If there is anything you are not clear about or you want to check out something, you can ask me now. If you have any questions later, you can contact Dr Susan Gee (Supervisor) on (0619) 400 5555, at Edith Cowan University, Joondalup Campus, WA, 6027, Australia..

If you are happy to take part in this project, we need you to sign below.

I, _____ (Your name), have asked any questions that I have. I agree to answer this questionnaire and I know I can stop at any time. I agree that the information gathered for this study may be put in a report as long as people do not know which answers were mine.

_____ (Your signature)

_____ (Date)

_____ (Investigator)

_____ (Date)

Part A

We would like you to circle a number which shows how much you disagree with your **father** on each of the 12 issues listed below (for example, circling 1 means you think the disagreement is Low, but circling 6 means that the disagreement with your parents is High).

- | | | | | | | |
|--|-----|---|---|---|---|------|
| 1. Going out with opposite sex | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 2. Study habits..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 3. Personal appearance..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 4. Time/frequency of going out..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 5. Choice of future career/job | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 6. Use of spare time outside home..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 7. Choice of friends..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 8. Outlook on life | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 9. Doing jobs around the house | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 10. Drinking and/or smoking..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 11. Going out with family..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 12. Use of spare time at home | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |

We would like you to circle a number which shows how much you disagree with your mother on each of the 12 issues listed below (for example, circling 1 means you think the disagreement is Low, but circling 6 means that the disagreement with your parents is High).

- | | | | | | | |
|--|-----|---|---|---|---|------|
| 1. Going out with opposite sex..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 2. Study habits..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 3. Personal appearance..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 4. Time/frequency of going out..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 5. Choice of future career/job | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 6. Use of spare time outside home..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 7. Choice of friends..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 8. Outlook on life | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 9. Doing jobs around the house | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 10. Drinking and/or smoking..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 11. Going out with family..... | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |
| 12. Use of spare time at home | 1 | 2 | 3 | 4 | 5 | 6 |
| | Low | | | | | High |

Part B

In this part, we would like you to circle the number that would show how you see yourself, your mother and your father.

About Yourself

1. How Burmese do you feel?

1 2 3 4 5 6
Very Not at all

2. How Australian do you feel?

1 2 3 4 5 6
Very Not at all

About Your Father

3. How Burmese do you see your Father as?

1 2 3 4 5 6
Very Not at all

4. How Australian do you see your Father as?

1 2 3 4 5 6
Very Not at all

About Your Mother

5. How Burmese do you see your Mother as?

1 2 3 4 5 6
Very Not at all

6. How Australian do you see your Mother as?

1 2 3 4 5 6
Very Not at all

Part C

It would be helpful to have some information about you so that we could make better sense of the answers you have given already. Please fill in the answers to the questions below.

Some Information About You

What is your gender? (Circle one) Male Female

When were you born? Day Month Year

Which country were you born in?

How many brothers and sisters have you got in your family?

 Brothers Sisters

How many years have you lived in AUSTRALIA? Years

Some Information About Your Father

How old is your Father? Years

Which country was your Father born in?

What kind of work does Your Father do?

Some Information About Your Mother

How old is your Mother? Years

Which country was your Mother born in?

What kind of work does your Mother do?

This is the end! Thank you again for taking the time to fill in the form. Please check that you have done all the questions.

Appendix A-4

Translated Burmese-Australian Booklet

ပြာစတေးလျ နိုင်ငံ ပတ် (Perth) ဖြို ရှိ Edith Cowan တက္ကသိုလ်မှာ သင်ကြားနေတဲ့ စိတ္တဗေဒ စတုတ္ထနှစ်သင်ခန်းစာ အစိတ်အပိုင်းအနေ နှင့် ကျွန်မဟာ မြန်မာပြည်မှာ နေထိုင်ကြတဲ့ ဆယ်ကျော်သက်ရွယ်များနှင့် ၊ ကနေဒါ နိုင်ငံ ပြာစတေးလျ လိုပြည်ပနိုင်ငံများသို့ ရွှေ့ပြောင်း နေထိုင်ကြတဲ့ ဆယ်ကျော်သက်ရွယ်များကို နိုင်ယူဇ်လန်စိတ်ဝင်စားပါတယ်။ သင့်လို လူငယ်တယောက်နှင့် သင့်ဘဝ၊ အကြောင်း ၊ သင့်ဝတ်ပုံစားပုံ၊ သူငယ်ချင်းများနှင့် တနေ့ကုန်မှာ အချိန်ဖြုန်းပုံ (အစရှိ...) တို့ပေါ်မှာ သဘောချင်ကိုက်ညီမှု ရှိ / မရှိပမာဏကို စိတ်ဝင်စားပါသည်။ သင့်အနေနှင့် ၁၅ မိနစ်ခန့် ကြာမြင့် ရှိစင်သော မေးခွန်းလွှာတစ်ခုကို ပြည့်စုံစွာဖြေဆိုနိုင်ပါသည်။ သင့်နှင့် အခြားလူငယ်များထံမှ ကျွန်ုပ်တို့ ရရှိတဲ့အဖြေများသည် သုတေသီတွေအား လူငယ်များနှင့် ငှင်းတိုင်း၊ မိဘများကြား ဆက်ဆံရေး ပုံသဏ္ဌာန်ကို ပိုမို၍ ပေါ်လွင်အောင် ဖော်ဆောင်ပေးစွမ်းနိုင်ပါသည်။

မေးခွန်းလွှာတွင် သင့်အမည်ကို ထည့်ပေးရန်တောင်းဆိုမှာမဟုတ်ပါ။ ဘယ်ဘောင်သည် သင့်၏ မေးခွန်းလွှာ ပြစ်ကြောင်းကို ဘယ်သူမှသိပိမ့်မည်မဟုတ်ပါ။ သင့်အဖြေများကို အခြားသူများ၏ အဖြေများနှင့် ပေါင်းစပ်၍စာတမ်းတခုပြုလုပ်မှာသာဖြစ်ပါသည်။ သင့်အဖြေများကိုအခြားဘာတတွက်မျှ အသုံးပြုမည် မဟုတ်ပါ။

သင့်အနေနှင့် ဤမေးခွန်းကို ပြည့်စုံစွာဖြေဆိုနိုင်ပါကပြန်လို့မလိုပါ။ ဖြေကြားဆဲမှလည်း သင်္ဘောချိန် မေး ရပ်ဆိုင်းနိုင်ပါသည်။ ဤသို့ရပ်ဆိုင်းပါကလည်း ကျွန်ုပ်တို့အတွက်မည်သို့မှ အနှောင့်အယှက်မဖြစ်ပါ။ အကယ်၍ ဤမေးခွန်းလွှာနှင့်ပတ်သက်၍ မရှင်းလင်းတာများရှိပါက သို့မဟုတ် တခုခုကို စုံစမ်း မေးမြန်း လိုပါက ကျွန်ုပ်တို့အား ယူချက်ချင်းမေးမြန်းနိုင်ပါသည်။ နောင်တချိန်ချိန်မှာ မေးမြန်း လိုသော အချက်အလက်များ ပေါ်ပေါက်လာပါကလည်း Dr. Susan Gee (ကြီးကြပ်ရေးမှူး) Edith Cowan University, Joondalup Campus, WA 6027, Australia, ဖုန်းနံပါတ် 619-400-5555 သို့ ဆက်သွယ်စုံစမ်းနိုင်ပါသည်။

အကယ်၍ သင်အနေဖြင့် ယူမေးခွန်းလွှာကို ပြည့်စုံစွာဖြေဆိုနိုင်ပါက ဆောက်ပါအတိုင်း လက်မှတ် ထိုးပေး ပါရန်မေတ္တာရပ်ခံအပ်ပါသည်။

ကျွန်တော်/ကျွန်မ_____ (သင်အမည်) သည်သိလိုသော အချက်များ မရှင်းလင်းသောအချက်များကိုမေးမြန်းထားပါသည်။ ကျွန်တော်/ကျွန်မသည် ဤမေးခွန်းလွှာများကို ဖြေဆိုရန် သဘောတူပြီးအချိန်မေးရပ်ဆိုင်းလိုပါက ရပ်ဆိုင်းနိုင်ကြောင်းကို သိရှိ ထားပါသည်။ ယူလေ့လာချက် အတွက် ကောက်ယူထားသော အချက်အလက်စာရင်းဇယားများမှ စာတမ်းတခုပြုလုပ်မည်အကြောင်းကို မည်သည့်အခြေအနေဖြင့် ကျွန်ုပ်တို့၏အကြောင်း ကို လူအများ မသိ သည် ကာလ တလျှောက်လုံး ကျွန်ုပ်တို့သိရှိသောတူပါသည်။

_____ (သင်၏လက်မှတ်)

_____ (ခေတ္တ)

_____ (စစ်ဆေးသူ)

_____ (ခေတ္တ)

ဆောက်တင်ပေးပြထားသောမေ့ရန်အမှီအခိုများ (၁၂) ခု မှ တစ်ခုစီအတွက် သင့်ပခင် နှင့် သဘောချင်း မတိုက်ဆိုင်မှု ဖမာက ကိုပြသော နံပါတ်တစ်ခုကို ရွေးချယ်ပုံဖြင့်ဖြေဆိုပါသည်။ (ဥပမာအားဖြင့် နံပါတ်တစ်ခုကို ပိုင်းပြခြင်းဖြင့် သင် နှင့် သင့်ပခင် သဘောချင်းမတိုက်ဆိုင်မှု အတိုင်းအတာရှိမည် (နည်းသည်ဟုဆိုလိုခြင်းဖြစ်ပါသည်။ အကယ်၍ နံပါတ်ခြောက်ကိုပိုင်းပြထားပါက သင့်ပခင်နှင့် သဘောချင်းမတိုက်ဆိုင်မှု အတိုင်းအတာမြင့်မားကြောင်းကိုဆိုလိုပါလိမ့်မည်။)

- | | | | | | | |
|--|---------|---|---|---|---|---------|
| ၁။ ဆန့်ကျင်ပက်လိင်နှင့်အပြင်ထွက်ခြင်း.... | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၂။ ပညာဆိုးပျိုးခြင်းနှင့်ပတ်သက်သောအမူအရာများ | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၃။ စွပ်သွင်းခြင်း အပြင်အဆင် | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၄။ အပြင်ထွက်လည်ချိန် / အကြိမ် | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၅။ အနာဂတ်အတွက်အသက်မွေးဝမ်းကြောင်းရွေးချယ်မှု | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၆။ အားလပ်သောအချိန်ကိုဖြင့်ဝေတွင်အသုံးပြုမှု | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၇။ မိတ်ဆွေအပေါင်းအသင်းရွေးချယ်မှု | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၈။ အလမ်းကြောင်းအပေါ်အမြင် | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၉။ အိမ်မှရှေးကတလုပ်အကိုင်များလုပ်ကိုင်ခြင်း | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၁၀။ မူးယစ်သောက်စားခြင်းနှင့် (သို့မဟုတ်) ဆေးလိပ်သောက်ခြင်း.... | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၁၁။ မိသားစု နှင့် အပြင်ထွက်ခြင်း | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၁၂။ အားလပ်ချိန်ကိုအိမ်၌ မည်သို့အသုံးပြုမှု | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |

ဘောက်တွင်ဟော်ပြထားသောမေခွန်းအမျိုးအစား (၁၂) ခု မှ တစ်ခုစီအတွက် သင့်မိခင် နှင့် သဘောချင်း မတိုက်ဆိုင်မှု ပမာဏ ကိုပြသော နံပါတ်တစ်ခုကို ရွေးချယ်ပိုင်ပြုစေလိုပါသည်။ (ဥပမာအားဖြင့် နံပါတ်တစ်ခုကို ပိုင်ပြခြင်းဖြင့် သင် နှင့် သင့်မိခင် သဘောချင်းမတိုက်ဆိုင်မှု အတိုင်းအတာရှိမည် (ခုည့်သည်တုဆိုလိုခြင်းဖြစ်ပါသည်။ အကယ်၍ နံပါတ်ခြောက်ကိုပိုင်ပြထားပါက သင့်မိခင်နှင့် သဘောချင်းမတိုက်ဆိုင်မှု အတိုင်းအတာမြင့်မားကြောင်းကိုဆိုလိုပါလိမ့်မည်။)

- | | | | | | | |
|--|---------|---|---|---|---|---------|
| ၁။ ဆန့်ကျင်ဖက်လိင်နှင့်အပြင်ထွက်ခြင်း.... | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၂။ ပညာဆိုးပျံ့ခြင်းနှင့်ပတ်သက်သောအမူအရာများ | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၃။ ရုပ်သွင်ပြင်၊ အပြင်အဆင် | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၄။ အပြင်ထွက်လည်ချိန် ၊ အကြိမ် | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၅။ အနာဂါတ်အတွက်အသက်မွေးဝမ်းကြောင်းရွေးချယ်မှု | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၆။ အားလပ်သောအချိန်ကိုဖြင့်ဝေတွင်အသုံးချပုံ | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၇။ မိတ်ဆွေအပေါင်းအသင်းရွေးချယ်မှု | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၈။ အလမ်းကြောင်းအပေါ်အမြင် | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၉။ အိမ်မှုရေးရာအလုပ်အကိုင်များလုပ်ကိုင်ခြင်း | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၁၀။ မူးယစ်သောက်စားခြင်းနှင့် (သို့မဟုတ်) ဆေးလိပ်သောက်ခြင်း.... | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၁၁။ မိသားစု နှင့် အပြင်ထွက်ခြင်း | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |
| ၁၂။ အားလပ်ချိန်ကိုအိမ်၌ မည်သို့အသုံးချပုံ | ၁ | ၂ | ၃ | ၄ | ၅ | ၆ |
| | (နိမ့်) | | | | | (မြင့်) |

မင်း ခွင့် ဟု ခေါ်သော သူ။

ကို နာမည်. တွင် သင့် ကိုယ်ကို မည်ကဲ့သို့ နာ ဖြစ် ဖြစ် ပုံ. သင့် မင်း ခွင့်. မခင် ကို မည်ကဲ့သို့ နာ ဖြစ် ဖြစ် ပုံ. ကို ခွင့်. သာ ရှိ နာ တွင်က နာ ပါက စဉ် များ ကို ခွင့်. ဖြစ်။

သင့် ခွင့်. သက် ဆိုင် စော စော မင်း ခွင့်.

၁။ သင့် ဖြစ် မာ သာသနာ စောက ဆက် သနည်း။

(ဖြစ်မာလွန်ဆန်) ၂ ၄ ၅ ၆ (ဖြစ်မာလွန်: ၀၀ ဆန်)

၂။ သင့် ဖြစ် စော: လိယာမီး သာသနာ စောက ဆက် သနည်း။

(ဖြစ်စော: လိယာမီး ၂ ၄ ၅ ၆ (ဖြစ်စော: လိယာမီး လွန်: ၀ ၀ ဆန်)

သင့် မခင် ခွင့်. သက် ဆိုင် စော စော မင်း ခွင့်.

၃။ သင့် မခင် ဖြစ် နာ သင့် မခင် သာသနာ ဖြစ် မာ သာသနာ စောက ဆက် သနည်း။

(ဖြစ်မာလွန်ဆန်) ၂ ၄ ၅ ၆ (ဖြစ်မာလွန်: ၀ ၀ ဆန်)

၄။ သင့် မခင် ဖြစ် နာ သင့် မခင် သာသနာ ဖြစ် စော: လိယာမီး သာသနာ စောက ဆက် သနည်း။

(ဖြစ်စော: လိယာမီး ၂ ၄ ၅ ၆ (ဖြစ်စော: လိယာမီး လွန်: ၀ ၀ ဆန်)

သင့် မခင် ခွင့်. သက် ဆိုင် စော စော မင်း ခွင့်.

၅။ သင့် မခင် သာသနာ ဖြစ် မာ သာသနာ စောက ဆက် သနည်း။

(ဖြစ်မာလွန်ဆန်) ၂ ၄ ၅ ၆ (ဖြစ်မာလွန်: ၀ ၀ ဆန်)

၆။ သင့် မခင် ဖြစ် စော: လိယာမီး သာသနာ စောက ဆက် သနည်း။

(ဖြစ်စော: လိယာမီး ၂ ၄ ၅ ၆ (ဖြစ်စော: လိယာမီး လွန်: ၀ ၀ ဆန်)

သင်ပြောဆိုထားသောအချက်အလက်များကို ပိုမို၍ သဘောပေါက်ဖွင့်ဆိုနိုင်ရန်အတွက် သင်၏ အကြောင်းအရာကို အထောက်အကူ ပြုနိုင်မည်ဖြစ်ပါသည်။ ဆောက်ပါမေးမြန်းထားချက်များကို ဂြုဏ်စွာ ပေးစေခြင်း ပါသည်။

သင် နှင့် ပါတ်သက်သော အကြောင်းအရာများ ။

- * ကျား _____ မ (ပိုင်ပေးပါရန်)
- * မွေးသက္ကရာဇ် _____ နေ့ _____ လ _____ ခုနှစ်
- * သင်၏မွေးဖွားရာတိုင်းပြည် _____
- * သင့်မိသားစုအတွင်း ညီအကို မောင်နှမ အရေအတွက်
ညီ / အကို / မောင် _____ ယောက် ။ ညီမ / အမ _____ ယောက်
- * မြန်မာပြည်တွင် နေထိုင်သည့် နှစ်ပေါင်း _____ နှစ်

သင်ပေခင် နှင့် ပါတ်သက်သော အကြောင်းအရာများ ။

- * သင့်ပေခင်၏အသက် _____ နှစ်
- * သင့်ပေခင် ၏ မွေးဖွားရာ တိုင်းပြည် _____
- * သင့်ပေခင် ၏ အလုပ်အကိုင် _____

သင်မိခင် နှင့် ပါတ်သက်သော အကြောင်းအရာများ ။

- * သင့်မိခင်၏အသက် _____ နှစ်
- * သင့်မိခင် ၏ မွေးဖွားရာ တိုင်းပြည် _____
- * သင့်မိခင် ၏ အလုပ်အကိုင် _____

မေးခွန်းများပြီးဆုံးပါပြီ။ ဤမေးခွန်းလွှာကို အချိန်ပေးပြည့်စွက်သည်အတွက် ကျေးဇူးတင်ပါသည်။
မေးခွန်းအားလုံးကို ပြည့်စုံစွာ ပြည့်စွက်ပြောဆိုခြင်း ရှိ/မရှိ ကို ကျေးဇူးပြု၍ စစ်ဆေးစေလိုပါသည်။

Appendix B

Advertised Message for Subjects

**HELP REQUIRED - A CALL TO THE BURMESE
COMMUNITY**

If you are or if you know someone

- . who is 13 to 15 years of age
- . born in Burma/Myanmar
- . whose parents were both born in Burma/Myanmar

all I need is 15 MINUTES of your time to fill out a simple
survey/questionnaire.

It is a confidential survey, which asks participants to rate the
differences, if any, between oneself and one's parents on a scale for a
number of issues.

The survey is being carried out for a thesis I am working on for an
Honours Degree in Psychology at the Edith Cowan University.

Over 100 students in Rangoon, Burma/Myanmar have participated in
this project and I am hopeful that I will also have an equally
enthusiastic response from our Burmese-Australian community here
in Western Australia.

To be involved, or, if you simply want more information, please call
me.

ROMANA - Phone Number (09) 9 377 7212 anytime

Appendix C-1

Reliability Analysis of the Mother Conflict Scale

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 86.0

N of

Statistics for	Mean	Variance	Std Dev	Variables
Scale	36.0930	118.1089	10.8678	12

Inter-item

Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2191	-.2770	.6539	.9309	-2.3609	.0303

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
MOTHER1	32.5581	102.8848	.3025	.2735	.7521
MOTHER10	32.3953	113.4419	-.0044	.3061	.7969
MOTHER11	33.5698	103.8245	.3771	.2968	.7425
MOTHER12	33.1395	98.0979	.4870	.4706	.7294
MOTHER2	33.1628	97.3144	.5227	.5295	.7253
MOTHER3	33.3023	101.0134	.4428	.2921	.7352
MOTHER4	32.6395	99.3391	.4770	.4441	.7311
MOTHER5	33.2558	94.7808	.5811	.5319	.7175
MOTHER6	32.9651	100.7399	.4527	.3221	.7342
MOTHER7	33.3837	105.0393	.3339	.1847	.7469
MOTHER8	33.4419	100.8378	.4551	.3461	.7340
MOTHER9	33.2093	99.9086	.4440	.3973	.7347

Reliability Coefficients 12 items

Alpha = .7572 Standardized item alpha = .7710

Reliability Analysis of the Mother Conflict Scale (Cont'd)

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 86.0

				N of
Statistics for	Mean	Variance	Std Dev	Variables
Scale	32.3953	113.4419	10.6509	11

Inter-item

Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2640	.0182	.6539	.6358	35.9785	.0175

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
MOTHER1	28.8605	101.4156	.2209	.2054	.8080
MOTHER11	29.8721	98.3482	.4139	.2952	.7850
MOTHER12	29.4419	91.2848	.5688	.4396	.7681
MOTHER2	29.4651	91.2635	.5817	.5218	.7668
MOTHER3	29.6047	96.2654	.4562	.2909	.7807
MOTHER4	28.9419	96.6672	.4231	.4132	.7841
MOTHER5	29.5581	89.8260	.6054	.5309	.7637
MOTHER6	29.2674	96.1041	.4625	.3213	.7801
MOTHER7	29.6860	100.6415	.3325	.1812	.7927
MOTHER8	29.7442	96.2632	.4628	.3381	.7801
MOTHER9	29.5116	94.1587	.4899	.3895	.7770

Reliability Coefficients 11 items

Alpha = .7969 Standardized item alpha = .7978

Reliability Analysis of the Mother Conflict Scale (Cont'd)

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 86.0

	Mean	Variance	Std Dev	N of Variables
Statistics for Scale	28.8605	101.4156	10.0705	10

Inter-item

Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2929	.0344	.6539	.6195	19.0038	.0147

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
MOTHER11	26.3372	87.0732	.4138	.2817	.7984
MOTHER12	25.9070	79.3795	.6061	.4373	.7765
MOTHER2	25.9302	79.6421	.6095	.5185	.7763
MOTHER3	26.0698	85.1480	.4547	.2909	.7943
MOTHER4	25.4070	87.1618	.3651	.3098	.8042
MOTHER5	26.0233	78.9406	.6098	.5248	.7759
MOTHER6	25.7326	84.7159	.4712	.3192	.7925
MOTHER7	26.1512	89.1886	.3337	.1805	.8065
MOTHER8	26.2093	84.9674	.4680	.3368	.7929
MOTHER9	25.9767	82.7759	.5019	.3851	.7891

Reliability Coefficients 10 items

Alpha = .8080 Standardized item alpha = .8055

Appendix C-2

Reliability Analysis of the Father Conflict Scale

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 86.0

	Mean	Variance	Std Dev	N of Variables
Statistics for Scale	34.3721	111.7187	10.5697	12

Inter-item Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2115	-.2362	.6623	.8985	-2.8036	.0298

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
FATHER1	31.3488	102.3239	.1674	.2225	.7558
FATHER10	30.7209	104.3212	.0510	.2809	.7812
FATHER11	31.9535	95.9743	.4325	.3096	.7237
FATHER12	31.6977	97.4134	.3752	.4246	.7301
FATHER2	31.7209	93.0036	.5366	.5528	.7118
FATHER3	31.4186	91.9404	.5235	.3657	.7118
FATHER4	31.0233	96.0936	.3868	.3468	.7286
FATHER5	31.7093	91.4086	.5012	.5658	.7137
FATHER6	31.5581	96.8848	.3879	.2531	.7286
FATHER7	31.6860	95.8415	.4108	.3648	.7258
FATHER8	31.5930	93.0677	.5042	.4928	.7147
FATHER9	31.6628	94.2026	.4670	.3049	.7192

Reliability Coefficients 12 items

Alpha = .7463 Standardized item alpha = .7629

Reliability Analysis of the Father Conflict Scale (Cont'd)

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 86.0

	Mean	Variance	Std Dev	N of Variables
Statistics for Scale	27.6977	97.8134	9.8901	10

Inter-item Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.2921	.0239	.6623	.6383	27.6644	.0153

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
FATHER11	25.2791	82.7212	.4430	.2952	.7917
FATHER12	25.0233	81.2700	.4889	.3417	.7867
FATHER2	25.0465	78.6802	.5984	.5430	.7747
FATHER3	24.7442	78.9456	.5346	.3565	.7813
FATHER4	24.3488	85.3828	.3078	.2636	.8072
FATHER5	25.0349	76.6694	.5739	.5534	.7762
FATHER6	24.8837	83.2569	.4090	.2442	.7955
FATHER7	25.0116	82.4352	.4262	.3435	.7937
FATHER8	24.9186	79.4874	.5344	.4874	.7815
FATHER9	24.9884	80.6234	.4937	.2955	.7861

Reliability Coefficients 10 items

Alpha = .8048 Standardized item alpha = .8049

Reliability Analysis of the Father Conflict Scale (Cont'd)

RELIABILITY ANALYSIS - SCALE (ALPHA)

N of Cases = 86.0

	Mean	Variance	Std Dev	N of Variables
Statistics for Scale	24.3488	85.3828	9.2403	9

Inter-item Correlations	Mean	Minimum	Maximum	Range	Max/Min	Variance
	.3169	.1327	.6623	.5296	4.9905	.0125

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Alpha if Item Deleted
FATHER11	21.9302	70.8421	.4578	.2947	.7933
FATHER12	21.6744	69.9633	.4847	.3383	.7901
FATHER2	21.6977	66.8252	.6269	.5425	.7725
FATHER3	21.3953	68.6889	.4954	.3018	.7888
FATHER5	21.6860	65.0179	.5962	.5534	.7749
FATHER6	21.5349	72.7694	.3665	.1855	.8045
FATHER7	21.6628	70.7438	.4333	.3435	.7966
FATHER8	21.5698	67.1892	.5763	.4766	.7783
FATHER9	21.6395	69.7627	.4733	.2736	.7916

Reliability Coefficients 9 items

Alpha = .8072 Standardized item alpha = .8068

3 x 2 ANOVA for Mother Scale

Appendix D

```

GLM
  motherto BY country gender
  /METHOD = SSTYPE(3)
  /INTERCEPT = INCLUDE
  /EMMEANS = TABLES(country) /EMMEANS = TABLES(gender)
  /PRINT = DESCRIPTIVE STATISTICS HOMOGENEITY
  /CRITERIA = ALPHA(.05)
  /DESIGN .

```

General Linear Model

Warnings

The DESIGN subcommand is empty,
so a saturated design will be
generated.

Between-Subjects Factors

		Value Label
COUNTRY	1	ourma
	2	australia
	3	anglo-au st
GENDER	1	male
	2	female

Descriptive Statistics

	COUNTRY	GENDER	Mean	Std. Deviation	N
MOTHERTO	ourma	male	2.8481	.6842	27
		female	2.3875	.7710	16
		Total	2.6767	.8643	43
	australia	male	2.9000	1.0202	24
		female	3.3421	1.1796	19
		Total	3.0953	1.1026	43
	anglo-aust	male	2.5000	.9925	17
		female	2.6077	1.1027	26
		Total	2.5651	1.0497	43
	Total	male	2.7794	.9607	68
		female	2.7787	1.1076	61
		Total	2.7791	1.0286	129

Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
MOTHERTO	1.519	5	123	.160

Tests the null hypothesis that the error variance of the
dependent variable is equal across groups.

a. Design: Intercept+ COUNTRY+ GENDER+ COUNTRY * GENDER

Tests of Between-Subjects Effects

Dependent Variable: MOTHERTO

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Eta Squared	Noncent. Parameter	Observed Power ^a
Corrected Model	11.044 ^b	5	2.209	2.184	.060	.082	10.920	.700
Intercept	944.891	1	944.891	934.335	.000	.884	934.335	1.000
COUNTRY	8.079	2	4.040	3.994	.021	.061	7.989	.706
GENDER	2.7E-02	1	2.7E-02	.027	.870	.000	.027	.053
COUNTRY * GENDER	4.280	2	2.140	2.116	.125	.033	4.232	.427
Error	124.390	123	1.011					
Total	1131.730	129						
Corrected Total	135.433	128						

a. Computed using alpha = .05

b. R Squared = .082 (Adjusted R Squared = .044)

Estimated Marginal Means

COUNTRY

Dependent Variable: MOTHERTO

COUNTRY	Mean	Std. Error
ourma	2.6178	.159
australia	3.1211	.154
anglo-aust	2.5538	.157

GENOER

Dependent Variable: MOTHERTO

GENDER	Mean	Std. Error
male	2.7494	.124
female	2.7791	.131

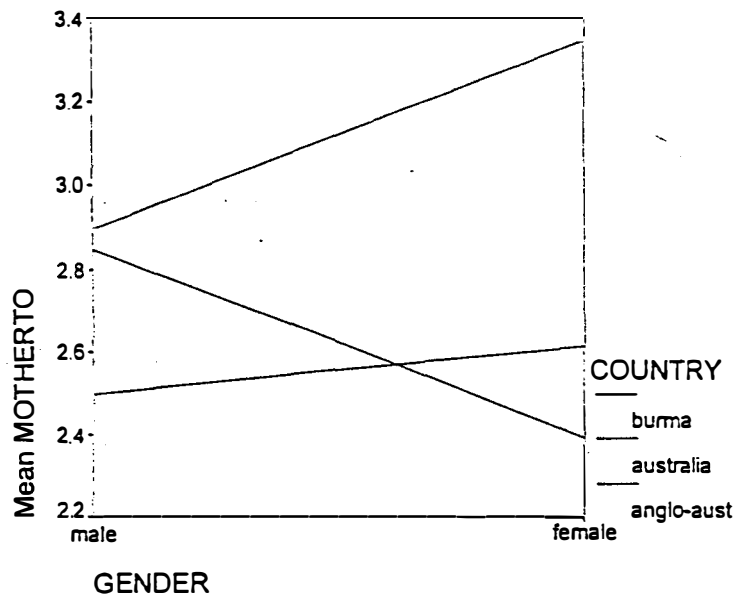
GRAPH

```

/LINE(MULTIPLE)MEAN(motherto) BY gender BY country
/MISSING=REPORT.

```

Graph



```

ONEWAY
mother to BY group
/MISSING ANALYSIS
/POSTHOC = TUKEY ALPHA(.05).

```

```

ONEWAY
mother to BY country
/MISSING ANALYSIS
/POSTHOC = TUKEY ALPHA(.05).

```

Oneway

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
MOTHER TO	Between Groups	6.720	2	3.360	3.289	.041
	Within Groups	128.713	126	1.022		
	Total	135.433	128			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: MOTHERTO
Tukey HSD

(I) COUNTRY	(J) COUNTRY	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
burma	australia	-.4186	.218	.133	-.9295	.92E-02
	anglo-aust	.1116	.218	.865	-.3992	.6225
australia	burma	.4186	.218	.133	-.9E-02	.9295
	anglo-aust	.5302*	.218	.040	1.9E-02	1.0411
anglo-aust	burma	-.1116	.218	.865	-.6225	.3992
	australia	-.5302*	.218	.040	-1.0411	-2.E-02

*. The mean difference is significant at the .05 level.

Homogeneous Subsets

MOTHERTO

Tukey HSD^a

COUNTRY	N	Subset for alpha = .05	
		1	2
anglo-aust	43	2.5651	
burma	43	2.6767	2.6767
australia	43		3.0953
Sig.		.865	.133

Means for groups in homogeneous subsets
are displayed.

a. Uses Harmonic Mean Sample Size = 43.000

```

GET
  FILE='A:\Match.sav'.
EXECUTE .
CROSSTABS
  /TABLES=country BY dadjob
  /FORMAT= AVALUE TABLES
  /CELLS= COUNT .

```

Crosstabs

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
COUNTRY * DADJOB	126	97.7%	3	2.3%	129	100.0%

COUNTRY * DADJOB Crosstabulation

Count		DADJOB				Total
		professional/self employed	labourer	unemployed	retired	
COUNTRY	burma	25	15		2	43
	australia	13	20	5	2	40
	anglo-aust	23	18	2		43
Total		62	53	7	4	126

```

MEANS
  TABLES=age BY country
  /CELLS MEAN COUNT STDDEV .

```

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
AGE * COUNTRY	129	100.0%	0	.0%	129	100.0%

Report

AGE		
ourma	Mean	14.7519
	N	43
	Std. Deviation	1.0171
australia	Mean	14.7830
	N	43
	Std. Deviation	1.2147
anglo-aust	Mean	14.8744
	N	43
	Std. Deviation	1.1502
Total	Mean	14.8154
	N	129
	Std. Deviation	1.1222

ANOVA
 VARIABLE=age
 BY country(1 3)
 /MAXORDERS ALL
 /METHOD UNIQUE .

ANOVA

Case Processing Summary^a

Cases					
Included		Excluded		Total	
N	Percent	N	Percent	N	Percent
129	100.0%	0	.0%	129	100.0%

a. AGE by COUNTRY

ANOVA^{a,b}

			Unique Method				
			Sum of Squares	df	Mean Square	F	Sig.
AGE	Main Effects	COUNTRY	.219	2	.109	.086	.918
	Model		.219	2	.109	.086	.918
	Residual		160.981	126	1.278		
	Total		161.199	128	1.259		

a. AGE by COUNTRY

b. All effects entered simultaneously

Appendix E

3 x 2 ANOVA for Father Scale

```

GLM
  fatherio BY country gender
/METHOD = SSTYPE(3)
/INTERCEPT = INCLUDE
/EMMEANS = TABLES(country) /EMMEANS = TABLES(gender)
/PRINT = DESCRIPTIVE ETASQ HOMOGENEITY
/CRITERIA = ALPHA(.05)
/DESIGN .

```

General Linear Model

Warnings

The DESIGN subcommand is empty,
so a saturated design will be
generated.

Between-Subjects Factors

		Value Label
COUNTRY	1	burma
	2	australia
	3	anglo-au st
GENDER	1	male
	2	female

Descriptive Statistics

	COUNTRY	GENDER	Mean	Std. Deviation	N
FATHERIO	burma	male	2.7264	.9076	27
		female	2.2539	.7918	16
		Total	2.5555	.8862	43
	australia	male	2.5370	1.0155	24
		female	3.2573	1.1893	19
		Total	2.8553	1.1410	43
	anglo-aust	male	2.7320	.8793	17
		female	2.5555	.9758	26
		Total	2.6253	.9322	43
Total		male	2.5518	.9311	68
		female	2.6975	1.0658	61
		Total	2.6757	.9932	129

Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
FATHERIO	1.279	5	123	.277

Tests the null hypothesis that the error variance of the
dependent variable is equal across groups.

a. Design: Intercept+ COUNTRY+ GENDER+ COUNTRY * GENDER

Tests of Between-Subjects Effects

Dependent Variable: FATHERTO

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Eta Squared	Noncent. Parameter	Observed Power ^a
Corrected Model	10.105 ^b	5	2.021	2.140	.065	.080	10.699	.689
Intercept	887.538	1	887.538	939.699	.000	.884	939.699	1.000
COUNTRY	3.412	2	1.706	1.806	.169	.029	3.613	.371
GENDER	2.2E-02	1	2.2E-02	.023	.880	.000	.023	.053
COUNTRY * GENDER	7.946	2	3.973	4.207	.017	.064	8.413	.729
Error	116.173	123	.944					
Total	1051.926	129						
Corrected Total	126.278	128						

a. Computed using alpha = .05

b. R Squared = .080 (Adjusted R Squared = .043)

Estimated Marginal Means

COUNTRY

Dependent Variable: FATHERTO

COUNTRY	Mean	Std. Error
burma	2.4961	.153
australia	2.8972	.149
anglo-aust	2.6438	.152

GENDER

Dependent Variable: FATHERTO

GENDER	Mean	Std. Error
male	2.6658	.120
female	2.6923	.127

GRAPH

```

/LINE (MULTIPLE) MEAN(motherto) BY gender BY country
/MISSING=REPORT.

```

Graph


```

ONEWAY
  fatherto BY group
  /MISSING ANALYSIS
  /POSTHOC = TUKEY ALPHA(.05).

```

Oneway

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
FATHERTO	between Groups	10.105	5	2.021	2.140	.065
	Within Groups	116.173	123	.944		
	Total	126.278	128			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: FATHERTO
Tukey HSD

(I) gender and country	(J) gender and country	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
boys burma	boys burmese	.1914	.273	.982	-.5855	.9683
	boys australian	-3.63E-03	.301	1.000	-.8511	.8538
	girls burma	.4645	.307	.655	-.4093	1.3383

Multiple Comparisons

Dependent Variable: FATHERTO

Tukey HSD

(I) gender and country	(J) gender and country	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
boys burma	girls burmese oz	-.5289	.291	.454	-1.3582	.3004
	girls anglo oz	.1728	.257	.987	-.5881	.9338
boys burmese australian	boys burma	-.1914	.273	.982	-.9583	.5856
	boys anglo-oz	-.1950	.308	.989	-1.0729	.6829
	girls burma	.2731	.314	.953	-.5207	1.1670
	girls burmese oz	-.7203	.298	.151	-1.5707	.1302
	girls anglo oz	-1.85E-02	.275	1.000	-.8025	.7654
boys anglo-oz	boys burma	3.631E-03	.301	1.000	-.8538	.8611
	boys burmese australian	.1950	.308	.989	-.6829	1.0729
	girls burma	.4681	.339	.737	-.4965	1.4328
	girls burmese oz	-.5253	.324	.586	-1.4499	.3993
	girls anglo oz	.1765	.303	.992	-.5673	1.0403
girls burma	boys burma	-.4645	.307	.655	-1.3383	.4093
	boys burmese australian	-.2731	.314	.953	-1.1670	.6207
	boys anglo-oz	-.4681	.339	.737	-1.4328	.4965
	girls burmese oz	-.9934*	.330	.031	-1.9331	-.5E-02
	girls anglo oz	-.2917	.309	.935	-1.1717	.5883
girls burmese oz	boys burma	.5289	.291	.454	-.3004	1.3582
	boys burmese australian	.7203	.298	.151	-.1302	1.5707
	boys anglo-oz	.5253	.324	.586	-.3993	1.4499
	girls burma	.9934*	.330	.031	5.4E-02	1.9331
	girls anglo oz	.7018	.293	.159	-.1341	1.5376
girls anglo oz	boys burma	-.1728	.257	.987	-.9338	.5881
	boys burmese australian	1.852E-02	.275	1.000	-.7654	.8025
	boys anglo-oz	-.1765	.303	.992	-1.0403	.6873

Multiple Comparisons

Dependent Variable: FATHERTO

Tukey HSD

(I) gender and country	(J) gender and country	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
girls anglo oz	girls burma	.2917	.309	.935	-.5883	1.1717
	girls burmese oz	-.7018	.293	.159	-1.5376	.1341

*. The mean difference is significant at the .05 level.

Homogeneous Subsets

FATHERTO

Tukey HSD^a

gender and country	N	Subset for alpha = .05	
		1	2
girls burma	16	2.2639	
boys burmese australian	24	2.5370	2.5370
girls anglo oz	26	2.5556	2.5556
boys burma	27	2.7284	2.7284
boys anglo-oz	17	2.7320	2.7320
girls burmese oz	19		3.2573
Sig.		.634	.163

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 20.610

Appendix F

T-tests - Conflict with Mother x Same Ethnic Group ID/Different Ethnic Group ID

GENDER by YOUMOM youmum

		YOUMOM		Page 1 of 1	
Count					
		mum=you		mum/you	
				Row	
				2 Total	
GENDER		+-----+-----+			
male		1	12	12	24
					55.8
		+-----+-----+			
female		2	8	11	19
					44.2
		+-----+-----+			
Column		20	23	43	
Total		46.5	53.5	100.0	

Number of Missing Observations: 0

t-tests for independent samples of YOUMOM youmum

Variable	Number of Cases	Mean	SD	SE of Mean
MOTHERTO				
mum=you	20	2.8250	1.000	.224
mum/you	23	3.3304	1.155	.241
Mean Difference = -.5054				
Levene's Test for Equality of Variances: F= 1.150 P= .290				
t-test for Equality of Means				
Variances	t-value	df	2-Tail Sig	95% SE of Diff CI for Diff
Equal	-1.52	41	.136	.332 (-1.176, .165)
Unequal	-1.54	41.00	.132	.329 (-1.169, .158)

Appendix G

T-tests - Conflict with Father x Same Ethnic Group ID/Different Ethnic Group ID

GENDER by YOUDAD youdad

YOUDAD Page 1 of 1

		Count	
		dad=you dad/you	
		Row	
		1	2 Total
GENDER	1	14	10 24
	male		55.8
female	2	8	11 19
			44.2
Column		22	21 43
Total		51.2	48.8 100.0

Number of Missing Observations: 0

t-tests for independent samples of YOUDAD youdad

Variable	Number of Cases	Mean	SD	SE of Mean
FATHERTO				
dad=you	22	2.6717	1.126	.240
dad/you	21	3.0476	1.152	.251
Mean Difference = -.3759				
Levene's Test for Equality of Variances: F= .001 P= .982				
t-test for Equality of Means				
Variances	t-value	df	2-Tail Sig	95% SE of Diff CI for Diff
Equal	-1.08	41	.286	.347 (-1.078, .326)
Unequal	-1.08	40.80	.286	.348 (-1.078, .326)

Appendix H

ANOVA - Conflict with Father x Gender and Father-Child Ethnic Group Identification

***** Analysis of Variance *****

43 cases accepted.
 0 cases rejected because of out-of-range factor values.
 0 cases rejected because of missing data.
 4 non-empty cells.
 1 design will be processed.

 Univariate Homogeneity of Variance Tests
 Variable .. FATHERTO

Cochrans C(10,4) = .31543, P = .942 (approx.)
 Bartlett-Box F(3,2466) = .15258, P = .928

 Combined Observed Means for GENDER
 Variable .. FATHERTO

GENDER
 male WGT. 2.53704
 UNWGT. 2.54444
 female WGT. 3.25731
 UNWGT. 3.21843

 Combined Observed Means for YOUDAD
 Variable .. FATHERTO

YOUDAD
 dad=you WGT. 2.67172
 UNWGT. 2.73611
 dad/you WGT. 3.04762
 UNWGT. 3.02677

 Tests of Significance for FATHERTO using UNIQUE sums of squares
 Source of Variation SS DF MS F Sig of F

WITHIN+RESIDUAL	48.01	39	1.23		
GENDER	4.69	1	4.69	3.81	.058
YOUDAD	.87	1	.87	.71	.405
GENDER BY YOUDAD	.42	1	.42	.34	.562

(Model) 6.67 3 2.22 1.81 .162
 (Total) 54.68 42 1.30
 R-Squared = .122
 Adjusted R-Squared = .054

 Effect Size Measures

Partial
 Source of Variation ETA Sqd
 GENDER .089
 YOUDAD .018
 GENDER BY YOUDAD .009

Adjusted and Estimated Means

Variable .. FATHERTO

CELL	Obs. Mean	Adj. Mean	Est. Mean	Raw Resid.	Std. Resid.
1	2.500	2.500	2.500	.000	.000
2	2.589	2.589	2.589	.000	.000
3	2.972	2.972	2.972	.000	.000
4	3.465	3.465	3.465	.000	.000

***** Analysis of Variance-- design 1 *****

Combined Adjusted Means for GENDER

Variable .. FATHERTO

GENDER

male	UNWGT.	2.54444
female	UNWGT.	3.21843

Combined Adjusted Means for YOU DAD

Variable .. FATHERTO

YOU DAD

dad=you	UNWGT.	2.73611
dad/you	UNWGT.	3.02677

Appendix I

ANOVA - Conflict with Mother x Gender and Mother Child Ethnic Group Identification

*****Analysis of Variance*****

43 cases accepted.
 0 cases rejected because of out-of-range factor values.
 0 cases rejected because of missing data.
 4 non-empty cells.
 1 design will be processed.

 Univariate Homogeneity of Variance Tests

Variable .. MOTHERTO

Cochrans C(10,4) = .43963, P = .137 (approx.)
 Bartlett-Box F(3,2544) = 1.06593, P = .362

 *****Analysis of Variance-- design 1*****

Combined Observed Means for GENDER

Variable .. MOTHERTO

GENDER

male WGT. 2.90000
 UNWGT. 2.90000
 female WGT. 3.34211
 UNWGT. 3.32955

 *****Analysis of Variance-- design 1*****

Tests of Significance for MOTHERTO using UNIQUE sums of squares

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	45.79	39	1.17		
GENDER	1.93	1	1.93	1.64	.207
YOUMOM	2.00	1	2.00	1.71	.199
GENDER BY YOUMOM	.81	1	.81	.69	.410
(Model)	5.27	3	1.76	1.50	.231
(Total)	51.06	42	1.22		

R-Squared = .103

Adjusted R-Squared = .034

 Effect Size Measures

Partial

Source of Variation	ETA Sq
GENDER	.040
YOUMOM	.042
GENDER BY YOUMOM	.017

Adjusted and Estimated Means

Variable .. MOTHERTO

CELL	Obs. Mean	Adj. Mean	Est. Mean	Raw Resid.	Std. Resid.
1	2.542	2.542	2.542	.000	.000
2	3.258	3.258	3.258	.000	.000
3	3.250	3.250	3.250	.000	.000
4	3.409	3.409	3.409	.000	.000

***** Analysis of Variance -- design 1 *****

Combined Adjusted Means for GENDER

Variable .. MOTHERTO

GENDER

male	UNWGT.	2.90000
female	UNWGT.	3.32955

Appendix J

Age Group by Conflict with Father and Mother

- - Description of Subpopulations - -

Summaries of FATHERTO
By levels of BREAK

Variable	Value Label	Sum	Mean	Std Dev	Variance	Cases
For Entire Population		345.56	2.6787	.9932	.9865	129
BREAK	1 12 to 13	17.89	2.5556	.9318	.8683	7
BREAK	2 13 to under 14	59.00	2.3600	.9375	.8789	25
BREAK	3 14 to under 15	87.67	2.8280	1.0235	1.0476	31
BREAK	4 15 to 16	181.00	2.7424	.9996	.9991	66

Total Cases = 129

- - Description of Subpopulations - -

Summaries of MOTHERTO
By levels of BREAK

Variable	Value Label	Sum	Mean	Std Dev	Variance	Cases
For Entire Population		358.50	2.7791	1.0286	1.0581	129
BREAK	1 12 to 13	18.40	2.6286	1.0275	1.0557	7
BREAK	2 13 to under 14	65.70	2.6280	1.0430	1.0879	25
BREAK	3 14 to under 15	83.40	2.6903	.8972	.8049	31
BREAK	4 15 to 16	191.00	2.8939	1.0884	1.1846	66

Total Cases = 129

Appendix K

ANOVA of Age Group by Conflict with Father

***** Analysis of Variance *****

129 cases accepted.
 0 cases rejected because of out-of-range factor values.
 0 cases rejected because of missing data.
 8 non-empty cells.

1 design will be processed.

Univariate Homogeneity of Variance Tests

Variable .. FATHERTO

Cochrans C(15,8) = .19383, P = .523 (approx.)
 Bartlett-Box F(7,2416) = 1.10522, P = .357

***** Analysis of Variance-- design 1 *****

Tests of Significance for FATHERTO using UNIQUE sums of squares

Source of Variation	SS	DF	MS	F	Sig of F
WITHIN+RESIDUAL	118.77	121	.98		
BREAK	4.76	3	1.59	1.62	.189
GENDER	.44	1	.44	.44	.506
BREAK BY GENDER	3.86	3	1.29	1.31	.274

(Model)	7.51	7	1.07	1.09	.372
(Total)	126.28	128	.99		

R-Squared = .059
 Adjusted R-Squared = .005

Appendix L

ANOVA of Age Group by Conflict with Mother

***** Analysis of Variance *****

129 cases accepted.
0 cases rejected because of out-of-range factor values.
0 cases rejected because of missing data.
8 non-empty cells.

1 design will be processed.

Univariate Homogeneity of Variance Tests

Variable .. MOTHERTO

Cochrans C(15,8) = .20401, P = .359 (approx.)
Bartlett-Box F(7,2416) = 1.19063, P = .304

***** Analysis of Variance -- design 1 *****

Tests of Significance for MOTHERTO using UNIQUE sums of squares
Source of Variation SS DF MS F Sig of F

WITHIN+RESIDUAL	126.97	121	1.05		
BREAK	3.69	3	1.23	1.17	.323
GENDER	.29	1	.29	.27	.602
BREAK BY GENDER	6.56	3	2.19	2.08	.106
(Model)	8.47	7	1.21	1.15	.335
(Total)	135.43	128	1.06		

R-Squared = .063
Adjusted R-Squared = .008
